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ABSTRACT

The results of three surveys conducted in 1983--one of Texas Tech University students, one of the library staff, and one of faculty members--indicated that all three populations surveyed agreed that the library should provide bibliographic instruction for students. Preliminary profiles of user needs were developed on the basis of responses to the surveys, and the ad hoc committee concluded that these needs could best be met through a carefully planned, active program of user instruction provided by the library and coordinated by one person. The first section of this report explains and elaborates on this conclusion in four parts: (1) need for user instruction; (2) program of user instruction; (3) approaches to user instruction (including library orientation and instruction and bibliographic instruction); and (4) commitment to user instruction. The second section lists 26 recommendations for action divided into the following categories: structure and administration of user instruction, approaches to user instruction, a library use honors course, and evaluation and follow-up of this report. In addition to other supporting materials, appendices include an overview of the work of the committee, a list of sub-groups, and the questionnaires and analyses of the three surveys. (THC)

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Report

of the

Ad Hoc User Instruction Committee

Texas Tech University Library

May 1984

Final Revision August 1984

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SECTION ONE: FINDINGS AND CONCLUSIONS

The basic conclusion and the foundation for this report is that there is a need for User Instruction at the Texas Tech University Library and that this need can best be met through a carefully planned, active program of user instruction provided by the Library and coordinated by one person. This section of the report explains and elaborates on this conclusion in four parts:

1. Need for User Instruction.
2. Program of User Instruction.
3. Approaches to User Instruction.
4. Commitment to User Instruction.

Part 1. Need for User Instruction

It seems almost self evident that users of today's university libraries require some instruction in the use of these libraries in order to meet their information needs efficiently and effectively. University libraries are growing in size and their organization, both physical and intellectual, is becoming more complex. As the complexity and size of a library increase, even the most basic library use can be confusing. It is not surprising, therefore, that the Committee found, in the process of assessing the needs of the Library's community, that faculty, students, librarians, and library staff perceive that there is a need for user instruction at Texas Tech University.

The Committee conducted two surveys in 1983, one of Texas Tech University students and one of the Library staff. The Committee also worked with the University's Library Self Study Committee to include questions on library use on that committee's survey of faculty. The results of that survey were then made available to the Ad Hoc User Instruction Committee. The detailed results of the surveys of students and Library staff and this Committee's analysis of the faculty survey are contained in Appendixes F, G, and H.

In the survey of Texas Tech Faculty, only eight percent of those responding rated their undergraduate students' abilities to use library resources for term papers or other research projects as "good" or "excellent". Seventy-six percent of the responding

faculty rated their undergraduates' library skills as "fair" or "poor." Nevertheless, seventy-one percent said that they "normally teach courses that require students to use the Library."

In the survey of Texas Tech students, thirty-eight percent of those responding said that they needed to know more about how to use the Library, and the majority of students at all levels (first-year college through graduate school) said they would make use of library instruction if it were available. An analysis of the answers to very basic questions about library use revealed that many students show an unfamiliarity with the library. For instance, although most students rely heavily on the card catalog, very few are familiar with Library of Congress Subject Headings which suggests that they are using the card catalog inefficiently or incorrectly. Results of the survey also suggest that students do not have a good understanding of how to find a periodical in the library. These results suggest that the need for user instruction exists even though students may not always recognize that need. Additionally, the results of the survey showed that as a student progresses through the University he or she will have a progressively greater need for library skills.

When the Texas Tech University Library staff was surveyed, one hundred percent of the responding librarians and ninety-two percent of the responding non-librarian full-time staff said that user instruction is necessary.

It is clear from the results of the three surveys that students have a need for library skills, that this need increases the longer they stay in the University, and that this need is not being adequately met.

These surveys also showed that the responsibility for meeting this need rests with the Library. When faculty were asked to indicate which "levels of user instruction" (such as general orientation for new students, basic research methods for undergraduates, etc.) the Library should provide, fifty percent or more of the respondents chose five of the six levels of instruction given as options. This clearly indicates that faculty expect the Library to provide a variety of user instruction.

A recent survey at an unnamed private research university with an undergraduate enrollment of approximately 6,000 showed similar results and also showed that the faculty expect students to learn how to use the library outside of the respondents' classes. Ninety-eight percent of the faculty in this survey expect students to learn more about the library, "by asking librarians for help." (John Lubans, Jr., "Library Literacy," RQ 23 (Winter 1983):137.)

As previously mentioned, a majority of Texas Tech students who responded to a user instruction survey in 1983 indicated that they would use library instruction provided by the Library. This was true even of respondents who did not specifically indicate that they "need to know more" about the library.

In the survey of Texas Tech University Library staff quoted above, staff were asked to indicate which levels and kinds of user instruction the Library should provide. Every option listed on the survey form received fifty percent or more positive response.

These surveys clearly show that faculty, students, and Library staff agree that the Library should provide user instruction. This perception is supported by the user instruction literature and by common sense. The Library staff, because of training and knowledge, is best equipped to teach use of the library. Indeed, even though the Library does not now have a program of user instruction, it does provide user instruction by staffing reference desks, conducting tours, and providing some handouts. The main problem with these methods is that in their present context they are inefficient and, according to the results of the surveys, largely ineffective.

Beyond this perception that it is the Library's responsibility to provide user instruction, as reported in the surveys quoted above, there is a deeper obligation for the Library to provide user instruction. There are two levels of this obligation: the educational and the institutional.

The educational obligation is best summarized in the following four premises:

1. One of the purposes of a university education is to teach students to teach themselves.
2. The Library has a dual instructional role in the university setting:

a. supplementing existing classroom instruction and research, and

b. teaching information gathering skills which will enable users to continue education beyond the formal classroom setting.

3. User instruction should be designed to meet the immediate needs of the user.

4. User instruction and information gathering is a continuous process.

The Committee adapted these premises from a portion of the written objectives of the University of Wisconsin-Parkside and bases its recommendation number 6 in section two of this report on these premises.

The institutional obligation of the Library to provide user instruction can be inferred directly from the Library Mission Statement which says in part that the Library, ". . . describes . . . interprets, and disseminates information. . .", and that it "is the basis for classroom instruction, scholarly and scientific research, and individual development." (See Appendix I for the full text of the Library Mission Statement.) In order for the Library to make information available and to be the basis for instruction, research and individual development as described in the Mission Statement, it is essential that it adequately instruct the users of the Library. It is only by doing this in conjunction with the Library's other functions that the Library can fulfill its institutional obligation to Texas Tech University.

Part 2. Program of User Instruction

Interest in teaching library use has a long history in the library profession. The most recent commitment to instruction began in the 1960's and has continued through the 1970's and 1980's. The importance of teaching library use in an information society has previously been discussed. But roadblocks to successful instructional programs are numerous. Failure of past programs can often be traced to a lack of well conceived plans for developing a comprehensive, effective program which usually resulted in a fragmentation of effort and ineffectiveness. Inappropriate teaching methods and programs not based on actual needs have contributed to the mistaken belief that library instruction is irrelevant. Additionally, many past instructional efforts have been single-person efforts and "burn-out" has often been a problem. Exceptional programs have collapsed and disappeared when the person responsible for their inception leaves. For these reasons the Committee emphasizes a program of user instruction which will ameliorate the problems encountered by other programs.

A program of user instruction consists of several components. A program is:

1. Active. Seeks to identify needs and creates programs to meet those needs.
2. Planned. Structure is based on identifiable needs and utilizes available resources.

3. Consistent. Consistent in quality of instruction, in information provided, and the administration of the program.
4. Reliable. Provides quality services in a timely manner.
5. Efficient. Makes the best use of staff time and library resources by relying on efficient methods of instruction consistent with high quality instruction.
6. Effective. Has clear educational objectives designed to meet users' needs and operates to achieve those objectives.
7. Integrated. Combines diverse elements of formats and methods of instruction into a single, unified program which minimizes redundancy and duplication of effort and maximizes coverage and scope.

To develop a program of user instruction at TTU, several actions are necessary. Components 1 and 2 (active, planned,) require a knowledge of the potential audiences of a library instruction program. This can be acquired by conducting a needs assessment.

The Committee has developed preliminary profiles of need for user instruction for three of the five potential groups for needs assessment. (See results and analyses of surveys in Appendixes F, G and H for faculty, students, and library groups. The other two groups, not yet assessed, are university administrators and the community outside TTU.)

The development of need profiles for each category of user will help to insure that programs are designed to meet the needs of diverse groups.

There are several benefits derived from a systematic survey of the needs of potential audiences of a library instruction program.

1. Careful assessment can reveal areas of need and areas for improvement.
2. The data gathered from the assessment can help planners set priorities for the program.
3. In an age of accountability, a needs assessment documents that the program is based on real needs and not one's presumed needs.
4. The conducting of an assessment can heighten awareness of both users and staff about the Library and its services.
5. A needs assessment can also serve as a morale booster by providing indications that steps are being taken to solve a perceived problem.

Information about student needs can be obtained by a number of different methods. The 1983 direct opinion survey of both users and non-users, which was conducted by the Committee, has provided useful data for a student need profile. The analysis of this survey, in Appendix G, provides an outline of student needs and expectations. To produce a balanced need profile, additional methods should be employed by planners of a user in-

struction program. Students can be observed directly at the reference desks and the type of questions asked can give some indication as to their needs. A careful inspection of the college catalog and course syllabi can reveal the type, level and area of skills where development is needed. Additionally, information can be gathered by directly testing students on their library skills and concepts. A combination of all four methods will produce a balanced profile since the methods produce slightly different views of the situation.

Preliminary faculty needs have been determined using the Spring 1984 Institutional Self-Study. The analysis of the Self-Study's faculty survey, in Appendix F, can be expanded by examining the educational and career backgrounds of faculty to determine research areas, monitoring faculty response to programs planned for their students, and through discussions, formal and informal, between faculty and the Library's academic department liaisons.

The Committee has not directly addressed the needs of the University administration or the community outside of TTU. However, information could be gathered regarding the University administration in order to assess the political and economic constraints that may affect implementation of a comprehensive library user instruction program. This can be accomplished by survey or through personal interviews. No immediate consideration was given to developing a community profile since the Committee could not determine the Library's degree of involvement and commitment to the community-at-large.

The last group addressed by the Committee for profile development was the Library. During the Fall semester of 1983, the entire library staff was surveyed regarding opinions of and interest in user instruction. The results of this survey appear in Appendix H. In addition to assessing library staff interest and skills for user instruction, other resources of the Library need to be compiled. These include financial resources, space, services available, audiovisual capabilities, and an inventory of current user instruction activities. By continuing the activities begun by the Committee, an "active" and "planned" program can be implemented.

In order to incorporate components 3, 4, 5, and 7 (consistent, reliable, efficient, integrated), the Committee strongly suggests that the position "User Instruction Coordinator" be established. This position is necessary to insure an effective and efficient user instruction program by providing consistency in the types and quality of instruction given and preventing duplication of effort. The concept of coordinator will also help to avoid the problem of burn-out. The designation of a coordinator will enable the Library to build upon the present English 1302 program and will provide continuity for the expanding library liaison program in regard to user instruction.

There are three essential conditions for the position of User Instruction Coordinator. First, the position should allow adequate time for user instruction responsibilities and funding commensurate with those responsibilities. The duties of coordinating user instruction should be the major responsibility for

the User Instruction Coordinator and other duties (e.g., general reference work, collection development activities, online searching) should altogether take only a small percentage of the coordinator's time. It is essential that sufficient time be allowed for development of materials as well as for contact time with faculty. The salary level for this position should be established at a level equal to other positions within the TTU Library which have comparable responsibilities.

Second, the Coordinator should be a member of the Reference Department and should report to the Chair of Reference Services. Additionally, it is essential that the coordinator assist in the staffing of the reference desks. Close contact with patrons of the Library provides valuable insight into the needs of students and faculty. It is suggested that a minimum of nine hours is necessary to maintain effective patron contact.

Finally, in order to perform effectively the coordinator should have authority to initiate new programs and to recruit participants. This authority should be commensurate with responsibility and should be agreed upon by all administrative personnel. A job description for "User Instruction Co-ordinator" is included as Appendix J.

Component 6 (effectiveness) requires that instructional activities be based on learning theory. Programs which fail often do so, in part, because they do not take into account how people learn. Just as students have different instructional needs, every student comes to an instructional setting with different levels of motivation and styles of learning. Heredity,

past life experiences and the present environment combine to develop a learning style which emphasizes some learning abilities over others. These factors should be accounted for when developing instructional objectives for a program.

The committee has refrained from setting specific instructional objectives and has chosen to provide the premises for writing the objectives. This alternative was taken to allow the program planners maximum flexibility and to allow for further development of profiles of instructional needs.

Instructional objectives should be written on the basis of need and learning style. There are several reasons for writing objectives.

1. Objectives state instructional intent.
2. Objectives allow the instructor to select the method most appropriate for achieving the objective.
3. Objectives can serve as a motivator.
4. Objectives make evaluation possible by setting a standard by which to measure success or progress.

It should be remembered that objectives are only tools for planning. They should not become rigid rules but should be monitored and revised as the program progresses.

It is not enough, however, only to plan and implement a program. Evaluation of any user instruction will be essential to its success. Before any evaluation is undertaken the goals and objectives of the program must be carefully designed so that the

evaluation can be directed to measure the success of reaching those goals and objectives. For this reason, only general methods of evaluation have been recommended. The user instruction coordinator should be given the authority and responsibility to develop instructional objectives, to devise and implement appropriate evaluations and to use the results to make necessary adjustments in the program.

Evaluation can help determine if the program is accomplishing its instructional objectives; if the program is reaching the audiences for which it was intended (or if the program is not reaching certain groups); and when changes are needed in the program and what those changes should be.

Generally, there are four kinds of evaluation which may be used by the User Instruction Coordinator.

1. Attitudinal surveys which measure student and faculty opinions of their skills and the success of the program or individual elements of it.
2. Skills tests which measure the degree to which students have specific library skills before and after instruction.
3. Coverage surveys which measure which groups are being reached or not reached by the program.
4. Related measures tests which compare successes and failures in course work or standardized tests or specific assignments

with participation and non-participation in user instruction programs.

To achieve a fully integrated program of user instruction it is necessary to balance all components. The chance for successful implementation is increased if plans begin with identified needs and then draw on available resources. It is important to avoid the temptation to do that which is easy or convenient rather than that which is demonstrated and necessary.

A program of user instruction will require more needs assessments in order to best meet the needs of different categories of users. The surveys conducted in 1983 demonstrate two important factors about the needs of the Texas Tech community. First, there is a wide variety of needs encompassing the whole spectrum of user instruction from basic orientation to advanced research methodology. Second, students have different needs at different times as they progress through the University. From those factors we know that successful UI will require a variety of approaches, formats, and teaching methods to reach a variety of very different audiences. This cannot be done all at once. User instruction will need to be developed over a period of years, each year reaching new audiences. The best overall approach to this process is a well coordinated program of UI which can plan and direct its growth to meet identifiable needs of different audiences.

The Committee initiated the user instruction program for freshmen English as a beginning to this process. The recommendations in Section Two expand on this beginning.

Part 3. Approaches to User Instruction

Library instructional programs are numerous and varied in their approaches. Even though these programs vary in their structure, all user instruction activities can be divided into three levels.

1. Library orientation is an introduction to the physical facilities, services, policies, and organization of the library.
2. Library instruction examines specific library materials and includes instruction on the use of indexes, the card catalog, reference books, and bibliographic tools.
3. Bibliographic instruction includes instruction on formulation of a search strategy, information and its organization, types of sources to consult.

Each succeeding level builds upon the skills and knowledge acquired in the preceding level. These are artificial lines of distinction and instructional activities may include a combination of one or more levels. However, before engaging in instruction at Level 2 or 3, a firm foundation of lower level skills should be established. An integrated program of user instruction should use this "building block" approach to teach library skills and use.

Within the framework of this overall approach, it will be necessary to choose the best and most appropriate instructional method for each different situation. A review of library literature indicates that there are seven common modes (formats and

methods) used to teach library skills and use in addition to one-to-one reference service provided on demand at the reference desks. Each of these modes has its own advantages and disadvantages.

1. Printed materials are the most common and they are used to orient the patron to the library or to assist the patron with a specific subject. Materials include: handouts, which explain special policies and services; library handbooks; specialized instruction sheets on "how to find . . . "; bibliographies on special subjects or a compilation listing newly acquired materials; and the pathfinder, combining bibliographies with methodology. The main advantage of printed materials is their adaptability to local needs; the main disadvantage is their low actual use.
2. Audiovisual presentations include: the slide-tape presentation; the audio cassette used for self-guided tours; film; videotapes; overhead transparencies; video recorders; and videodiscs. This mode can combine orientation with instruction which can be repeated at anytime. The main disadvantages, of course, are its inflexibility and cost.
3. Point-of-use explanations, either printed or audio-visual, located adjacent to a particular reference tool, provide the user with assistance all hours the library is open, but are not flexible to user needs.

4. Programmed instruction, either printed or computer-assisted, permits the user to proceed at his or her own pace and allows the user to repeat topics when necessary. Programmed workbooks and computer-assisted instruction packages are time-consuming to prepare, may require constant revision, and are expensive initially.
5. Single lectures, "course-related" or "course-integrated," provide contact with groups of users and are tailored to the needs of the group. However, teaching skills and time for preparation are required.
6. A formal course, separately planned and separately presented, provides a means of teaching search strategy and specific tools, as well as providing reinforcement and feedback. Again, teaching skills, along with curriculum design skills, are required. Preparation is time consuming.
7. Tutorials in which the librarian and user confer over a period of time on a one-to-one basis, permit more time and attention to be given to a specific topic. The "term paper clinic" is a form of tutorial. Tutorials reach a limited audience and are time consuming for the librarian.

In order to choose the best mode for a given situation, it is useful to use techniques of instructional design to match the instructional objectives and student motivation levels with in-

structional methods suited to the particular situation. What follows is an outline of these factors and procedures which should be considered in instructional design.

Instructional objectives can be grouped into three categories: cognitive, affective, psychomotor. Cognitive objectives are used for teaching concepts, factual information, analyses and problem solving skills. Affective objectives concentrate on teaching attitude or values. Psychomotor objectives are used for teaching skills or tasks which involve manual manipulation of equipment. Objectives also come in different levels of complexity. Cognitive objectives are commonly classified in six categories and three levels.

Low level cognitive objectives can be classified as a "knowledge" function or a "comprehension" function. Knowledge objectives emphasize the ability to repeat facts verbatim. Comprehension objectives require that facts be restated in the student's own words.

Mid level cognitive objectives are "application" based. These objectives are intended to teach the ability to take information and use it in an applied setting.

Upper level cognitive objectives are classified as "analysis," "synthesis," or "evaluation." Analysis objectives emphasize the ability to take a concept or problem and break it down into component parts. Synthesis objectives require the student to take parts of a concept and then develop a conceptual whole. Evaluation objectives require that opposing views be evaluated and a judgment made as to which is more useful.

Understanding types and levels of objectives is important because different methods of teaching are not appropriate for all objectives. There are five basic methods of instruction.

1. The lecture is appropriate for low level cognitive objectives. This method requires high student motivation to be effective.
2. Demonstration-Performance is appropriate for mid level cognitive and psychomotor objectives. Low motivation level can be tolerated with this method.
3. The case study approach is effective when teaching mid to upper level cognitive objectives. Low to medium motivation is needed for this method.
4. Simulations are best used for upper level cognitive objectives. Low to medium motivation is needed with this method.
5. Individualized or self-paced instruction is appropriate for use with low to mid level cognitive objectives. Low to high motivational level will work with this method.

By matching objectives and motivation levels with instructional methods, approaches can be tailored to meet specific and unique needs. It is only after this initial selection that situational constraints of number of students, amount of time, and availability of special facilities should be considered. This procedure avoids the temptation to choose the expedient method rather than the appropriate method.

This part has concentrated on providing the outline of a procedure for choosing the best instructional method for each different situation. When this is done in the context of the "building block" approach and is carefully coordinated to insure minimum redundancy in the overall program, a strong and integrated program of user instruction can be developed.

The Committee has already identified several instructional needs and possible methods for meeting these needs and has incorporated these findings in its recommendations in Section Two of this report.

Part 4. Commitment to User Instruction

Parts one through three of this section have outlined the need for user instruction at Texas Tech University, the Library's responsibility and obligation to meet this need, and some approaches to meeting this need. Most of the recommendations in Section Two of this report are designed to direct and guide the implementation of these approaches.

Several of the recommendations in Section Two (numbers two, three, and four) address something more basic than the specific approaches to user instruction, however. They are intended to be the demonstration on the part of the Administration of a strong, consistent, and continuing institutional commitment to a program of user instruction. This commitment is as essential to the program as the appointment of a User Instruction Coordinator and is probably the most important single element in terms of the long-term success of the program.

There are several simple and closely related reasons for the need for a strong institutional commitment: 1. the need for long-range planning and development to insure reliability of the program; 2. the increasing demands on the program itself as it grows; 3. the new demands, both direct and indirect, which the program will place on the Library.

One of the most basic features of a program of user instruction is that it includes a long-range plan. Without a continuing administrative commitment there cannot be such a plan for

development. Commitments of money, staff time, and library space must be as reliable from year to year as those for other library services.

Although the Committee has shown through the English 1302 library assignment how UI can be at least partly self-supporting, and has recommended that grant money be sought, the Committee has also found that basic operating costs of the program must be provided by the Library. Total reliance on grant money and user-fee programs would build unreliability and inconsistency into the program, would limit the options for methods of instruction, and would inhibit long range planning.

The growth of a successful UI program is both desirable and natural. This can be inferred from the needs discovered by the surveys quoted in part one of this section. The survey of students showed that student needs vary among disciplines and change as a student progresses through the University. It would be virtually impossible to meet all of these diverse needs immediately. Instead, a program of UI must evolve gradually, reaching the most basic needs first and growing to meet other needs and other audiences over time. This kind of growth is a desirable component of a successful UI program. Additionally, the survey of faculty showed that faculty members want user instruction for their students, but they are unfamiliar with current methods and do not know how to insure that students receive quality instruction. As the user instruction program shows initial success in one academic department or with a particular class, faculty members will naturally ask what the program can do for

their classes. This increased demand for services is the cause of a natural growth in a successful UI program. It is essential that the program be able to meet this natural demand and have a plan for directing this growth toward the goals of the program. Failure to meet faculty interest in UI would result in a deterioration of the essential faculty/library cooperation on user instruction and failure to direct the growth of the program would result in fragmented and ineffective user instruction. The Library administration must provide consistent and reliable support in order to insure that the UI program will be able to manage and direct this growth.

Perhaps the most important reason for the need for a strong commitment to the user instruction program comes from the new demands which the program will make on the Library. The user instruction program will be a new service which is not currently being provided to the extent proposed by the Committee. Because of this and the nature of the program itself, there will be new demands, both direct and indirect, made on the Library.

One of the major direct results of the program will be new and additional responsibilities to those staff members who participate in the program and the additional burden placed on their departments as they take time to perform new duties. Because library staff in all departments have strong user instruction interests and skills (as found from the survey of library staff), staff from all departments should have the opportunity to, and should be allowed to, participate in the program. This will mean

that the burden of additional duties will be felt by all departments. This will also cause an increased burden on the coordination of the program and the cooperation among departments.

There are also several indirect results of a successful user instruction program which result from an increasingly sophisticated population of users. They include:

1. Less library orientation will be performed at reference desks.
2. More sophisticated questions will be asked at the reference desks which will require more staff time per question.
3. Circulation will increase.
4. There will be increased demand for speedy processing of new books.
5. There will be increased demand for current issues of periodicals.
6. There will be increased demand for Interlibrary Loans.
7. There will be increased demand for online computer searching.

These direct and indirect results of the user instruction program will put greater demands on the Library staff and facilities in all departments. Although this will not happen immediately, it is still an inevitable result of a successful user instruction program. As the program grows and expands, its impact on the Library will also grow and expand. In order to have a strong and reliable program and in order for the Library to be

able to cope with the demands of the program, the Library must provide strong philosophical and administrative, as well as staff and budget support.

It is for these reasons, then, that a consistent commitment is essential to the user instruction program. The Committee's recommendations which are related to commitment are outlined below. The texts of the recommendations themselves are in Section Two of this report.

User instruction should be included as an essential service in all appropriate written policy and goal statements of the Library.

Staffing in the Library should reflect the demands, both direct and indirect, of the user instruction program. Staffing levels must be appropriate in all departments to cover new user instruction responsibilities for participating staff and the resulting demands on their departments and increased demands made on the Library as a result of the user instruction program.

When hiring is done in any department, the user instruction program needs should be considered for inclusion in job descriptions.

User instruction responsibilities should have a priority equal to all other responsibilities for all participating staff and this should be recognized and approved by department and unit heads.

The user instruction program, because it will utilize staff from all departments must be carefully coordinated, administered, and planned. If this is not done and if the program does

not receive the strongest support from the highest levels of the Library administration, problems of administering the program could arise that could inhibit the program's performance.

SECTION TWO: RECOMMENDATIONS

This section of the report is divided into four parts:

1. Structure and Administration of User Instruction.
2. Approaches to User Instruction.
3. Library Usc Honors Course.
4. Evaluation and Follow-up of Report.

The Recommendations are numbered consecutively, beginning with Recommendation One in part one and continuing through recommendation twenty-six in part four. The order does not reflect priority; the Committee feels equally strongly about each recommendation.

The structure of this section is designed to emphasize those matters about which the Committee feels strongest. The "recommendations" are those items which the Committee feels should be implemented. The Committee elaborates on these recommendations with "suggestions" for how each item might be implemented.

PART ONE: RECOMMENDATIONS ON STRUCTURE AND ADMINISTRATION OF USER INSTRUCTION

The Committee recommends:

Recommendation 1. that the position of User Instruction Coordinator be established and filled immediately and that the Coordinator, following recommendations and suggestions in this report, develop and maintain an integrated, active program of User Instruction. A suggested job description for this position is included in Appendix J.

Recommendation 2. that the Library administration support the UI program by establishing UI as a basic and essential service of the Library, and by specifically stating this support in the mission statement of the Library, in Achievement and Planning Statements, and in appropriate library departmental mission, goal, and planning statements.

Recommendation 3. that the Library supply the basic operating budget for the UI program. There should be a clearly identifiable line in the Library budget for user instruction. The operating budget should include the salary for the UI coordinator and, as the program grows, salaries for additional support staff. It should also cover supplies, equipment, reproduction costs, and facilities. The Committee recognizes that not all of these items

could be easily separated into a separate UI item in the Library budget, but the Committee suggests that those items which can be separated in the budget should be.

Recommendation 4. that the Library support the UI program by providing the program adequate staff with appropriate skills from all departments and units of the Library. Each department or unit head should allow appropriate staff to participate in the UI program. Participation should be open to all staff members based on the individual's skills and knowledge and on the needs of the program.

Recommendation 5. that as soon as possible the Library provide a classroom, furnished to hold at least forty people, to be used primarily for UI.

PART TWO: RECOMMENDATIONS ON APPROACHES TO USER INSTRUCTION

The Committee recommends:

Recommendation 6. that the Library administration accept and formally adopt the following as the general goals of the Library UI program:

1. to make faculty, students, staff and community aware of Library resources and services.

2. to enhance faculty, student, staff and community skills in information gathering and in the use of the Libraries.

Recommendation 7. that as the UI program develops, the UI coordinator in consultation with appropriate librarians and faculty, write specific objectives for individual instructional activities.

Recommendation 8. that the UI coordinator, in consultation with the Reference Department, develop written policies to govern the UI program and that the Library formally adopt these policies. The Committee also recommends that the adopted policies be widely distributed to insure the availability of consistent and accurate information concerning the UI program.

The Committee suggests that these policies cover procedures for requesting UI, the conditions under which various kinds of UI will be made available, the procedures and priorities which will be used for scheduling librarians' UI time, and the responsibilities and authority of the UI Coordinator.

Recommendation 9. that evaluation be an integral part of the UI program. The UI coordinator should devise and implement appropriate evaluations of the program and its parts, and use the results of those evaluations to make any necessary adjustments.

The Committee also recommends that when new parts of the UI program are established the need for evaluations should be considered, providing built-in evaluation factors.

Recommendation 10. that the following procedures be instituted as soon as possible to aid in the evaluation of the UI program and the UI Coordinator submit to the reference department chairperson monthly and annual reports based in part on the information generated by these procedures:

1. Collect reference statistics. The Committee recommends that the form currently being used to collect reference statistics (see Appendix K) continue to be used, that the results of this collection be forwarded to the UI coordinator, and that the UI Coordinator make recommendations for any changes needed in this form to aid evaluation of UI.
2. Collect UI statistics. The Committee recommends that statistics on the quantity of UI given be collected and compiled by the UI Coordinator (see suggestion below).
3. Solicit faculty evaluation of UI. The Committee recommends that, when UI is scheduled for a class, the UI Coordinator request from that class's instructor an evaluation of the instruction.

The Committee suggests that the forms and procedures in appendixes L, M, N, and O be used for implementing these evaluations and for writing monthly and annual reports.

Recommendation 11. that the Library continue to implement the UI program for the English department. The Committee further recommends that the results of the evaluation of the program, implemented during the Spring 1984 term, be used to revise the program, if necessary, and that expansion of the program to include more information and more assignments be considered.

Recommendation 12. that the UI Coordinator, with help from appropriate library staff, work toward establishing with the Biology Department a pilot UI program for freshman Biology to be implemented during the Fall 1984 term.

The Committee suggests that a self-paced workbook approach, similar to that used for English 1302, be used.

Recommendation 13. that the Library develop a variety of printed materials to serve the various purposes once served by the booklet, The Library, as well as other UI purposes. The Committee further recommends that the UI coordinator, in consultation with the Reference Department, set the priorities for these materials and a timetable for their production, that appropriate Library staff work on these materials, and that the UI Coordinator review and edit all materials to insure consistency of style and content as well as conformity with Library publications policies.

The Committee suggests that the following printed materials are necessary and should be considered in the priority order listed:

First Priority:

1. Condensed information from The Library handbook, to be given free to anyone and distributed in freshman orientation packets, liaison packets for faculty, etc.
2. Leaflets on departmental policies, (e.g., circulation, carrels, reference, online computer searching, ILL, documents, reserve). The production and distribution of these leaflets should be closely coordinated with the liaison program and the liaison handbook.
3. A printed self-guided tour of the Library which would not use the "instruct and question" format of the English 1302 workbook.
4. "How-to-find" pamphlets: periodicals, books, documents.
5. "How-to-use" pamphlets: card catalog, indexes (e.g., Biological Abstracts).
6. A printed handbook for new faculty members summarizing general library policies and services.
7. A supplement to the University Daily orientation issues.
8. Point of use instruction.
9. How-to-locate specific information: e.g., statistics, maps, company information.
10. How-to-use-departments pamphlets: i.e., reference, documents.
11. How-to-do-basic-research pamphlets: search strategies, style manuals.

Second priority:

Bibliographies of special subjects (e.g., pathfinder types combining methodology with bibliographies; suggested reading lists: contemporary issues, fiction lists, new books).

Recommendation 14. that a system of UI signs (including maps, location signs, and directional signs) be considered.

Recommendation 15. that the following specific methods of UI be considered for development as soon as is practical:

1. Course related instruction.
2. How-to-do-library-research workshops through PASS (Program for Academic Support Services) twice a year.
3. Term paper clinics.
4. Graduate consultation program. Should be reinstituted and revised. Should include close coordination between UI program and online search services.
5. Orientation for new faculty.

The Committee also suggests that the UI Coordinator review the results of the student and faculty surveys conducted by the Committee and consider those responses to specific questions concerning UI methods. (See Appendixes F and G.)

Recommendation 16. that all appropriate and effective means of encouraging faculty awareness of and involvement and cooperation with the UI program be actively pursued, and that these activi-

ties be coordinated by the UI coordinator. The Committee further recommends that the UI Coordinator work closely with the liaison program coordinators and with individual liaisons to insure a) that UI information is widely disseminated and easily available to all faculty in a consistent, reliable, and usable format, and b) that liaisons are aware of the UI program and actively seek out courses with UI needs.

The Committee suggests that the following additional approaches should be considered:

1. Librarians involved with UI should contact faculty members with whom they are already acquainted.
2. The UI Coordinator or other UI librarians should contact heads of departments, heads of instructional committees, and coordinators of large programs.
3. The Library should continue to promote the inclusion of librarians on campus committees such as curriculum planning committees.
4. Librarians should attend orientation sessions for new faculty.
5. The Library should actively prepare for and encourage faculty requests for help in up-dating their research skills and knowledge of new library technologies, including database searching and online catalogs.

Recommendation 17. that public relations be an integral part of the UI program. A librarian, not necessarily one involved in instruction, should be designated to develop a public relations

program designed to communicate the availability of UI services to students, faculty, and university administration. The Committee further recommends that public relations for UI be closely coordinated with the liaison program.

The Committee suggests the following methods be considered for inclusion in a UI public relations campaign:

1. UI information be included regularly in Library newsletters directed to faculty members.
2. Articles be written for Insight and the University Daily.
3. A short information sheet giving ideas for preparing effective library assignments, and including descriptions of services offered by the UI program, be prepared and distributed to faculty.
4. The UI Coordinator prepare a printed brochure detailing the services offered by the UI program and distribute this brochure to all new faculty, all department chairs, and regular users of UI. Also, any changes in UI policy or services be distributed to faculty.

Recommendation 18. that the UI Coordinator develop and maintain a program to identify UI needs.

The Committee suggests the program include, but not be limited to, the following methods:

1. The UI Coordinator should regularly review all requests for tours or instruction.

2. Library staff should alert the UI coordinator to courses which might need UI. The Committee suggests that a standard form (see Appendix P) be used at all public service desks to record information on class assignments or faculty-conducted library tours which a) obviously are designed for library orientation, b) have a significant impact on library facilities, or (c) have a significant impact on library services or staff.
3. The UI Coordinator and Library liaisons should review annually the catalog of course offerings looking for courses which might need, or could use, some form of UI.

Recommendation 19. that the Library actively seek grant support for the UI program, not for operating funds, but to supplement the basic operating budget provided by the Library. The Committee further recommends that the UI Coordinator a) encourage librarians involved with UI and librarians who serve as departmental liaisons to identify possible sources for grant money, and b) coordinate the Library's UI grant projects. Appendix Q lists some possible sources for grant monies.

Recommendation 20. that as the University considers requiring that students demonstrate certain basic skills before graduating, the Library consider and actively propose that certain library skills be included in that requirement.

The Committee suggests that the UI Coordinator look into this matter more closely and work with the Library administration to make specific proposals.

Recommendation 21. that the UI Coordinator, with the help of staff, create a directory of librarians and other library staff with particular UI skills and interests to be used by the UI Coordinator to identify staff members for particular tasks.

The Committee suggests that this directory be compiled from the information received by the Committee on the staff survey forms (attached as Exhibit 4).

Recommendation 22. that UI at the Southwest Collection continue in its present format.

PART THREE: RECOMMENDATIONS CONCERNING A LIBRARY USE HONORS COURSE

The Committee recommends:

Recommendation 23. that a committee of not more than three people (including at least one member of the Reference Department) be formed to develop a course outline for an Honors course, that one member of this Honors Committee be chosen "honors coordinator" to oversee the teaching of the course, and that this Honors Committee coordinate its activities with the UI program and report to the UI Coordinator.

Recommendation 24. that the Honors Committee should take whatever action is necessary for new course approval by the University and inclusion in University catalogs and bulletins.

The Committee suggests the following guidelines for an Honors course in library use based on the results of interviews with Honors faculty and Honors students, and a survey of literature pertaining to UI:

1. Course work should be related to a research topic chosen by the student for a related course. This approach will enhance student motivation and will allow exposure to varied resources.
2. The course should emphasize the problem solving process of research, and introduce reference/library tools in this context. Publication types and forms, citation forms, index structure, and the way research is done in individual disciplines could be explored.
3. A team teaching approach should be taken, including visiting lecturers, faculty members, and librarians.
4. The course format could be flexible, allowing enrollment for only the portion answering individual student's needs. A possible format could include a three level course offered for 1,2, or 3 credit hours, with each semester divided into three five-week sections:

Section I: Introduction to the Library -- general orientation to areas of the Library (reference, stacks, microforms, periodicals, special collections, documents, technical services, circulation), card catalog skills, call number classification systems,
Section II: Identification and use of specific reference tools -- Reader's Guide, biographical indexes, citation indexes, encyclopedias.
Section III: Research methodology specific to individual disciplines -- goals, research theory, strategies, tools.

Each student must enroll for Section I, Sections I and II, or Sections I, II, and III.

Recommendation 25. that since an Honors course in library use as outlined above cannot be offered during the 1984-85 academic year the following steps be implemented during the fall semester 1984:

1. an intensive effort be made to acquaint Honors faculty and students with the availability of the TTU Self-Guided Library Tour for Freshmen.
2. workshops or mini-courses in bibliographic methods for the special subject seminars offered each semester in the Honors Studies program be provided.
3. one hour class presentations introducing one to three major bibliographic tools in specified subject areas be considered for honors courses.

PART FOUR: RECOMMENDATION RELATED TO EVALUATION AND FOLLOW-UP OF REPORT

The Committee recommends:

Recommendation 26. that the UI Coordinator submit through channels to the Director of Libraries in May 1985 a report on the status of the implementation of the recommendations of this report and that the results of this report be presented to the Library.

APPENDIX A. OVERVIEW OF WORK OF COMMITTEE

In October 1982 at the library retreat at Junction, "Bibliographic Instruction" was one of the eight major topics of discussion. After a morning small group session and an afternoon discussion session with everyone at the retreat, it became obvious that there was much interest in bibliographic instruction but there were many questions which needed to be answered.

On December 22, 1982, Dr. Cluff formally charged the Ad Hoc User Instruction Committee (see Appendix B). The Committee quickly divided into subgroups to do research, discuss, and report to the whole Committee. (Appendix C is a list of these subgroups and their members.) These subgroups did much of the work of the Committee: meeting with faculty and librarians; designing and implementing surveys; doing literature reviews; and reading, discussing, brainstorming, and writing. The subcommittees wrote nineteen separate reports totaling over seventy pages. The Committee discussed, revised and approved these reports. Some of these reports appear as appendixes to this report and others have been incorporated into the body of this report.

Some of the work of the Committee does not appear, except indirectly, in the main two sections of this report. For this reason, the Committee would like to highlight the following three areas of work here: workshops attended, needs assessment, and freshman English user instruction.

Workshops Attended

The Library supported Committee members' attendance at two UI workshops during the past year. Carolyn Baber attended the workshop "Teaching Methods for the Bibliographic Instruction Librarian" on February 25, 1983 in Dallas. Carolyn brought back to the Committee some very useful ideas and concepts which helped the Committee in its discussions of methods of UI. Carolyn also shared this information with the Library by giving short presentations on two separate occasions.

Committee members Carolyn Baber and Jim Jacobs (as well as non-Committee members Connie Batson, Karen Hendrick, and Gerry Hickman) attended the conference "Teaching Librarians to Teach" on November 5, 1983 in Albuquerque. This workshop added new ideas and perspectives to the Committee' discussions and resulted in the emphasis on course related instruction in Recommendation number 15. The Committee hopes that some of the techniques presented at this meeting will be used in the TTU UI program as it develops.

Needs Assessments

The Committee found that the literature of UI uniformly recommends assessing the needs of the library's community before attempting to design a program of UI. The Committee therefore committed itself to doing as much assessment as was practical and did the following:

1. informally surveyed Reference librarians to determine courses which would be good first candidates for UI.
2. surveyed all librarians and full-time Library staff to determine their skills, interests, and opinions with regard to UI.
3. worked with the campus Library Self-Study Committee, chaired by Professor Otto Nelson, to include as part of their survey of faculty several specific questions about UI needs.
4. surveyed a sample of TTU students to determine their library skills, and opinions of and needs for UI.

In brief, the results of these assessments were respectively as follows:

1. Freshman English needed immediate UI attention.
2. Both librarians and Library staff expressed high interest in UI and show significant amounts of useful UI skills. (The results of this survey are attached as Appendix H.)

3. Faculty already perceive a strong need for UI for their students, although they may not know what to do about it. (The results of this survey are attached as Appendix F.)
4. There is a strong need for UI for students at TTU based on students' own perceptions of their needs, their need for library use, and their apparent current level of skills. (The results of this survey are attached as Appendix G.)

Freshman English

The Committee discovered quickly that there was a pressing need for a basic orientation to the Library for new students and that some Freshman English classes were attempting to fulfill this need in a way that many librarians found inefficient and not altogether successful. The Committee therefore made "interim proposals" to Dr. Cluff on May 2, 1983 (see Appendix D). After discussing these proposals, Dr. Cluff, the Interim Chair of Reference, Gloria Lyerla, and the Committee agreed to ask the Library's English department liaisons to work on the project of designing a library orientation package for Freshman English. Carolyn Baber, a Committee member and an English department liaison, adopted for TTU's English 1302 class a workbook originally written by Jim Jacobs, the Committee chair and an English department liaison. This workbook was used successfully on a trial basis during the Fall 1983 semester and was used during the Spring 1984 semester by approximately 2100 students in English 1302. An evaluation of this instruction is being conducted during the Spring 1984 semester.

The Committee sees this project as a model of good user instruction. It was created by the Library with very close cooperation of the English department to meet identifiable needs. It is efficient in its method of instruction. And the program is now self-supporting because students buy the workbook as they do other textbooks. (A copy of this workbook is attached to the Committee files as Exhibit 1).

APPENDIX B. CHARGE TO COMMITTEE.

Texas Tech University

Director of Libraries

MEMORANDUM

December 22, 1982

TO: Members of the Ad Hoc User Instruction Committee

Colleen Akey
Oleta Armstrong
Carolyn Baber
Rebecca Herring
Jim Jacobs
Mildred Lusk
Dolores Maxwell
Frank Temple
Tess Trost

FROM: E. Dale Cluff Dale

SUBJECT: Charge to Committee

I appreciate your willingness to serve on the Ad Hoc User Instruction Committee. There is high interest in bibliographic instruction among the library staff and among the faculty and students. There are several interested in being involved in this important process. Considerable has been done in the past. Dr. Dyess has some material in his files relating to past activities.

As a committee, I'd appreciate you putting your efforts into recommending an approach to user instruction we might use at Texas Tech. This is a large order, I recognize. It will entail the study of (1) present methods being used in the profession, (2) innovative approaches to bibliographic instruction, (3) our own special and unique needs related to this matter, (4) who should be responsible for BI, (5) who is the appropriate audience, (6) which audience(s) should be addressed first, (7) who should be involved in BI, (8) methods of gaining the confidence of the faculty, (9) ways of interacting with faculty in the process, (10) possible funding sources, etc.

One area already needing specific attention is a proposal for an honors course in library use. We need to have early on, a recommended approach to the design of a course, working closely with Dr. Otto Nelson or his designee.

I am asking Lera to contact each of you to determine a time for the first meeting of this committee. I'll meet with you at this time to answer questions, clarify points, and discuss a time frame. I would appreciate you selecting your own chairperson at

this first meeting. Other things you might accomplish at the first meeting include agreeing upon a regular meeting time and place, discussing the magnitude of the assignment, thinking about areas of responsibility each committee member might accept, determining what role each committee member might play during this assignment and planning what could be done to begin working on the honors course.

Again, thank you for your interest, support and help in this matter. I'm excited about the future of this aspect of librarianship and look forward to your recommendations.

cc: Sibyl Morrison
David Murrah
Clifford Hicks
Stewart Dyess

APPENDIX C. LIST OF SUBGROUPS.

Honors
Akey, Herring, Maxwell

Needs Assessment
Armstrong, Baber, Jacobs, Temple

General Planning
Baber, Herring, Trost

Methods of Instruction
Armstrong, Trost

Faculty Involvement
Jacobs, Maxwell

Resources Within the Library
Jacobs, Lusk

Grants
Jacobs

Goals and Objectives
Akey, Baber, Herring

UI Coordinator Proposal
Baber, Trost

Evaluation Methods
Baber, Jacobs

APPENDIX D. LEARNING THEORY.

I. What is Good Teaching?

1. An approach to the content that went beyond mere repetition of facts into analysis and synthesis of ideas which resulted from the instructor's knowledge of the material.

2. An organized and clear presentation of the materials which was easy to follow and understand and in which the structure of the course was evident.

3. Good one-to-one interaction skills which made each student feel that his or her learning was important.

4. Good one-to-group skills which showed instructor awareness of class understanding and feelings.

5. A dynamic, enthusiastic approach to both teaching and the subject matter.

-- Hildebrand, Wilson and Dienst, University of California at Davis (1971)

II. Learning Theory and Instruction

1.

Attempting to incorporate a little of each into every instructional situation from workbooks to lectures to point-of-use materials improves instructions.

2. Types of learning
   a. Cognitive
      - Knowledge, Comprehension → Low Level
      - Application → Mid Level
      - Analysis, Synthesis, Evaluation → Upper Level
   b. Psychomotor
   c. Affective

III. A Comparison of Instructional Methods

1. Lecture--low-level cognitive; high motivation needed

pros
- -Can be motivating depending on lecturer's skill
- -Gives an opportunity to concentrate on the "big picture"
- -Presentation is highly organized
- -Material not available in other forms can be presented
- -Easy to use with large groups

cons
- -One-way communication established
- -Leads to passive students
- -Depends on listening and notetaking skills
- -Reduces feedback to and from instructor
- -Paced by instructor

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III. (cont.)

2. Demonstration-Performance-mid-level cognitive and psychomotor; low-medium motivation needed

pros -Makes learning more concrete
-Capitalizes on ease of visual learning and recall
-Can be motivating
-Provides a model for student behavior
-Students have an opportunity for active practice

cons -Time consuming to set up and use
-Class size and facilities limit usefulness
-Live demonstrations are not necessarily reliable
-Results in one-way communication
-Depends on students' observation skills

3. Case study-mid-upper level cognitive; low-medium motivation needed

pros -Emphasis is on student skills
-Real life cases help motivation
-Instructor controls the flow of class
-Creates a sense of student capabilities

cons -Class size can be a problem
-Cases are time consuming to develop
-Student anxiety can be a problem
-Requires good instructor questioning skills

4. Simulations-upper-level cognitive and affective; low-medium motivation needed

pros -Very motivating
-Heavy emphasis on student participation
-Emphasis on process rather than product
-Enhances student self-sufficiency
-Encourage student-student learning

cons -Time consuming to use and construct
-Instructor must relinquish control of the class flow
-Both instructor and students must be able to tolerate ambiguity
-Requires good instructor processing skills to produce learning organization

5. Individualized Instruction-low-mid-level cognitive; low high motivation needed

pros -Student-paced allows it to be scheduled at the student's convenience and when it is needed most
-Remediation directed at student's needs
-Encourages student self-sufficiency
-Allows for teaching large numbers of students with great variety
-Mastery of material is inherent in structure

cons -Management can be difficult
-Students often procrastinate
-Materials are time consuming to produce
-Restricted to lower levels of learning

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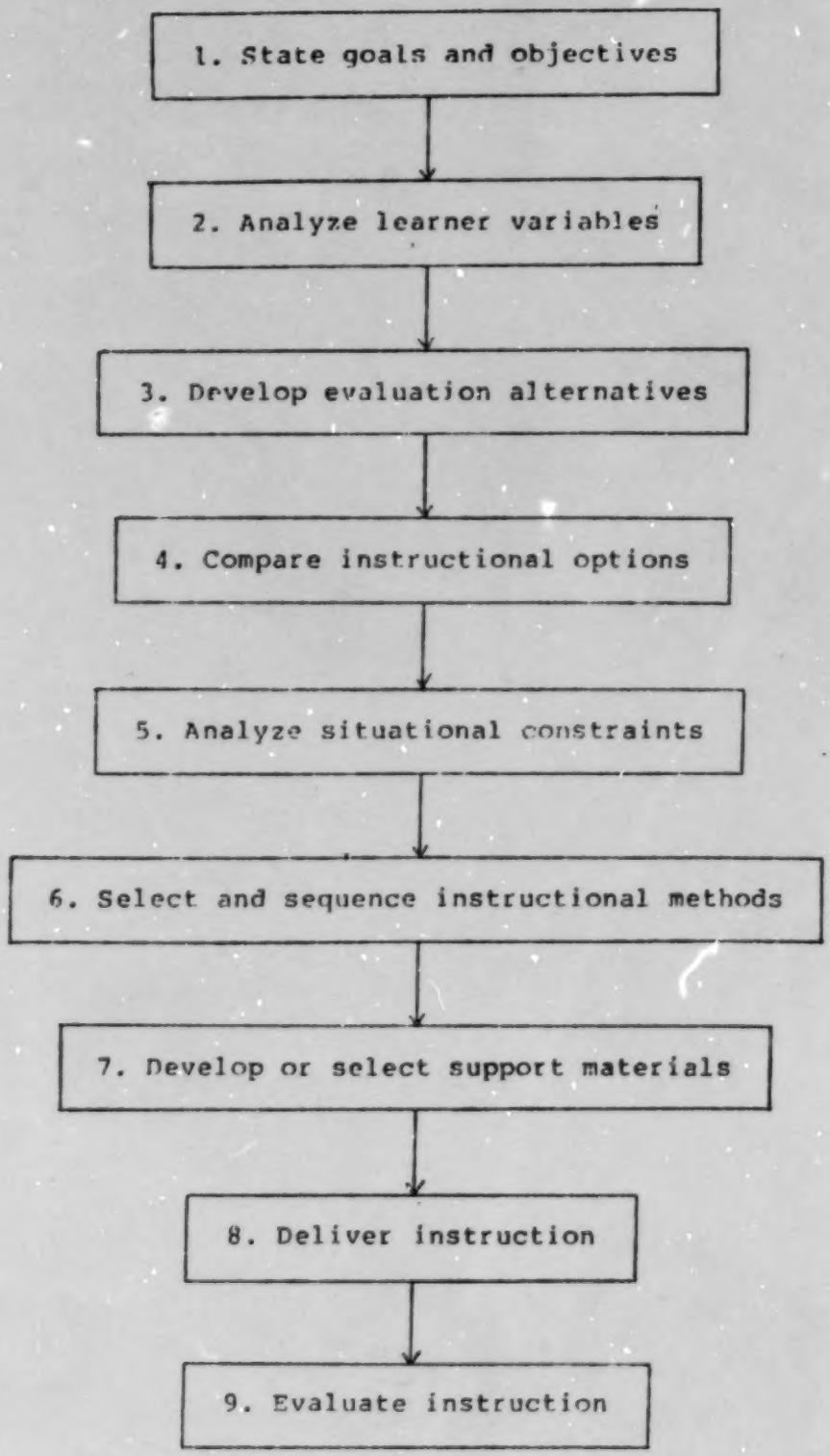
1. State goals and objectives
2. Analyze learner variables
3. Develop evaluation alternatives
4. Compare instructional options
5. Analyze situational constraints
6. Select and sequence instructional methods
7. Develop or select support materials
8. Deliver instruction
9. Evaluate instruction

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APPENDIX E. USER INSTRUCTION FOR ENGLISH 1302.

English 1302, "Advanced Rhetoric and Composition," library assignments were cited by the Committee as an area for immediate attention. A substantial negative impact on library materials occurred as a result of these assignments; items disappeared, pages were defaced, bindings were broken. Many assignments were poorly designed and left both student and librarian frustrated.

Initial contact with the English Department was made by the Chair of the Committee, Jim Jacobs. Working with English Composition Coordinator Dr. Christine Hult, Carolyn Baber developed a self-guided library (designed to upgrade and, in some cases, replace the current library assignments.) The TTU format was adapted from a self-paced assignment written by Jim Jacobs for the University of New Mexico.

The goals for the instructional package were developed during discussions with the English Department.

GOALS FOR TTU SELF-GUIDED LIBRARY TOUR

I. Provide an orientation to the physical facilities of the TTU Library.

   A. Card catalog
   B. Reference department
   C. Stacks
   D. CORE/Reserve Desk
   E. Circulation
   F. Government Documents

II. Provide limited "hands-on" experience with basic finding tools.

A. Author & title card catalog
B. Subject card catalog and LCSH
C. Wilson periodical indexes (other than Reader's Guide)
D. Orange Books

III. Explain procedures for finding materials in the library.

A. Books
   1. Location chart
B. Periodicals
   1. Current periodicals
   2. Bound periodicals

IV. Prevent excessive wear on key reference sources, preserve materials, and avoid "mob scenes."

An examination of the expressed needs of the 1302 classes and a review of resources available suggested that a combination self-guided tour and quiz would provide the best approach to meeting the goals.

A pilot test of 70 students was conducted in the Fall 1983 semester. Comments were solicited from the faculty involved in the pilot and students completed a questionnaire. Additionally, librarians serving at public service desks were asked to comment on potential problem areas. Nearly all comments were positive and suggested changes were incorporated. The English Department recommended adoption and use of the tour for Spring 1984.

The self-guide tour was used during the Spring 1984 semester by approximately 70 sections of English 1302 (2,100 students). The tour booklet was printed by the TTU Pres and was available at the Tech Bookstore. To recover printing costs, the purchase price was $1.25.

The English Department is currently considering the option of printing the tour in the "English Handbook" which is a required purchase for all English Department students. This will reduce the cost of printing. To insure a successful program, the tour should be maintained and reviewed each semester to eliminate out-dated material.

APPENDIX F. ANALYSIS OF FACULTY SURVEY.

During the spring of 1983 the Library Self-Study Committee surveyed faculty on library concerns and issues. Several of the questions relating to library user instruction were designed by the Ad Hoc User Instruction Committee. The Self-Study Committee provided results of those questions to the User Instruction Committee. The following is the analysis of those results by the User Instruction Committee.

FACULTY

The Committee received 466 responses from faculty. Of these, 335 (71%) said they "normally teach courses that require students to use the library," and 96 (21%) said they did not.

When asked to "rate your undergraduate students' ability to use library resources for term papers or other research projects: the great majority rated their students fair or poor.

Fair	189	
Poor	130	76%
No opinion	66	15%
Good	31	7%
Excellent	3	.7%

Faculty were asked to indicate which library resources (from a stated list) they expect students in their classes to use. Separate tabulations were made for undergraduate and graduate students. Here are the lists ranked in order of frequency of response.

Undergraduate

Rank	No.	%
1. The public card catalog in main library for author, title, and subject searches	276	72
2. General indexes and bibliographies	219	57
3. Reserve materials	193	50
4. Discipline-oriented indexes and bibliographies	189	49
5. Reading from a required or recommended list of materials not on reserve	186	48
6. ILL	37	9
7. Dissertation abstracts and the thesis catalog	20	5

Graduate

1. The public card catalog...	274	74
2. Discipline-oriented indexes...	266	72
3. ILL	262	71
4. General indexes	242	66
5. Dissertation abstracts and...	238	65
6. Reading from a required or recommended list...	235	64
7. Reserve materials	211	57

The percentages listed above are based on the number of faculty members who responded to this question. Those who did not respond (approximately 21%--probably those who indicated that they did not require library use) were not included. Thus, 72% of the faculty who require their undergraduates to use the library expect their students to use the card catalog, and so forth.

There were two questions specifically about library instruction:

"Indicate which of the following levels of library instruction you think the main library should provide. (check as many as apply)"

Rank	No.	%
1. General orientation for new students	380	85
2. General orientation for new faculty	319	72
3. Subject-oriented research methods and orientation to basic reference sources for graduate students	253	57
4. Basic research methods for undergraduates	231	52
5. Subject-oriented information for faculty on new reference tools, how-to-keep-current, etc.	225	50
6. Advanced research methods for undergraduates	111	25

"Indicate which of the following formats of library instruction you think the main library should provide. (check as many as apply.)"

Rank	No.	%
1. Printed self-guided tours	277	66
2. Librarian conducted tours	219	52
3. Printed bibliographies and guides to research	195	46
4. Workshops	89	21
5. Non-credit seminars	87	20
6. Printed self-paced workbooks	44	10
7. Course for credit	43	10

Again, the percentages above are based on the number of people who responded to the questions; those who did not respond were not included. Five percent did not respond to the first question and ten percent did not respond to the second question.

Of the above two questions, the responses to the first are probably the more significant. The low percentages for so many of the options in the second question more likely reflect the faculty's lack of familiarity with the methods than their lack of openness to those methods. The option "printed self-paced workbooks," for instance, got only a 10% favorable response even though we know through the experience of other universities that

this format is much more effective than "librarian conducted tours" which got a 52% favorable response. Faculty are, however, certainly more familiar with tours than workbooks.

It would appear from the responses to the first question, however, that a majority of faculty who require their students to use the library think that the library should be providing a variety of kinds of instruction. The only level of instruction which got less than 50% favorable response was "advanced research methods for undergraduates" (25%) and even this appears to reflect a significant, if not overwhelming, perceived need.

It is interesting to compare the responses to different questions. For instance, forty-nine percent of those faculty requiring library use expect their students to use discipline-oriented indexes and bibliographies, and seventy-six percent rate their undergraduates' library skills fair or poor. And yet, only 25% think the library should provide "advanced research methods for undergraduates."

Also, past experience has shown low attendance at orientations for new faculty, and yet we continue to get high philosophical interest (72%) in such orientations.

The reasons for these apparent inconsistencies are probably a consequence of the wording of the survey, the faculty's knowledge and understanding of current methods of library instruction, and the faculty's experiences (here and at other universities) with library instruction. Overall, we can interpret the results of this survey as showing that the faculty already perceive a strong need for library instruction, although they may not know what to do about it. It would appear that it is our job to direct our activities to those particular library instruction needs. By doing this we should get strong faculty support.

APPENDIX G. ANALYSIS OF SURVEY OF STUDENTS.

The Ad Hoc User Instruction Committee conducted a survey of student opinion in order to determine student perceptions of their library skills and library instruction needs. The following is a description of the survey, a detailed analysis of the findings, and a list of comments given by students. Exhibit 2 includes a copy of the survey and the memo which accompanied it and the detailed responses to each question by class. The major findings of the survey support the Committee's overall finding that there is a strong need for a program of user instruction at Texas Tech University Library.

MAJOR FINDINGS:

1. Thirty-eight percent of the students responding perceive that they need to know more about how to use the library. (See question 13)

2. When asked very basic questions about how they use the library, many students show an unfamiliarity with the library which suggests that the need for library instruction exists even though students may not always recognize that need. (See questions 9 and 10)

3. The majority of students at all levels would use library instruction if it was available. This is true even of those students who did not specifically state that they "need to know more about the library." (See question 12)

4. As a student progresses through the University he or she will have a progressively greater need for library skills. (See question 4)

Description and analysis of the Texas Tech University Library Survey of Student Opinion Regarding the Need for Library Instruction.

DESCRIPTION:

On November 14, 1983, the Ad Hoc User Instruction Committee sent surveys by mail to over eight hundred Texas Tech students. Each survey was accompanied by a cover memo and a self-addressed stamped envelope. The surveys were sent to a systematically chosen sample (every twelfth name) from the student directory. Two hundred and forty usable surveys were returned. The following tables and analyses are based on a compilation of all responses by class.

Notes on tables. The numbers in each table are percentages unless otherwise labeled. They are based on the number of responses for that particular question. Because not every student responded to every part of every question, and because of round-

ing, percentages usually do not add up to 100%. The complete tabulations of responses by class are available in Exhibit 2 in the Committee's files.

Abbreviations used:
Fr.-freshman
So.-sophomore
Jr.-junior
Sr.-senior
Gr.-graduate

ANALYSES:

Question 3. "In your courses at Texas Tech University, to what extent do you feel that your ability to use the library has had much influence on your success as a student?"

[l.d.= lower division course, u.d.= upper division courses, gr.= graduate courses]

	very much	some	very little	none
Fr. l.d.	6	37	27	16
So. l.d.	14	43	25	9
Jr. l.d.	16	51	20	6
Sr. l.d.	19	50	22	3
u.d.	31	50	17	0
Gr.	70	28	0	3

There is a clear progression of increasing "influence on success" from freshman year to graduate studies. Students evidently find the library more and more useful as they progress through the University. By adding "some" and "very much" responses one finds the progression from 43% of freshmen to 98% of graduate students who find the library useful. The reverse is also true: 43% of freshmen find that the library has "very little" or no influence on their success, where only 3% of the graduate students report very little or no influence.

Question 4. "How often do assignments in courses involve using library resources other than materials placed on reserve by your professors?"

	Frequently or sometimes	Rarely or never
Fr.	28	71
So.	50	50
Jr.	55	43
Sr.	78	23
Gr.	83	18

The number of course assignments requiring library research increases regularly from freshman year to graduate school. Also, the number of students reporting that they rarely or never have assignments which require library research decreases just as regularly. Thus, as a student progresses through the University, he or she will have greater and greater need for library research skills.

Question 5. "How often do you use the University Library?"

	At least once a week	At least once a month	Seldom or never
Fr.	29	60	41
So.	32	84	16
Jr.	39	76	22
Sr.	40	90	10
Gr.	73	93	8

Library use increases progressively from freshman year through graduate school both in terms of number of students who use the Library and in terms of frequency.

Question 6. "If your answer to no. 5 is seldom or never, please check the major reason(s) you don't use the Library."

The vast majority of those answering this question said that the reason that they do not use the Library is that their courses do not require library use. But, 28% of freshmen and 14% of juniors who do not use the Library say the reason is that they "Do not know enough about using the library."

Question 7. "For what purpose do you use the Library?" (Responses are listed in rank order for each class with percentages of students checking either "frequently" or "sometimes" for each purpose combined.)

Fr. study 74%
information 67%
reserve 32%
non-class 29%
socialize 25%

So. information 85%
study 80%
non-class 34%
reserve 27%
socialize 22%

Jr. information 81%
study 70%
reserve 52%
non-class 26%
socialize 15%

Sr. information 92%
reserve 77%
study 66%
non-class 33%
socialize 17%

Gr. information 97%
reserve 70%
study 61%
non-class 42%
socialize 6%

Except for freshmen, "to obtain information for research and/or class assignments" always ranks first. Of those students who use the Library, the percentages who use it to obtain information (the use which requires library skills) are high for every class and increase regularly from freshman year (67%) through graduate studies (97%). (See table below)

Percent of students who use the Library who report use for obtaining information:

Fr.	67
So.	85
Jr.	81
Sr.	92
Gr.	97

It is also interesting to note that students report doing more non-class-related reading as they progress through the University. (See table below).

Percent of students who use the Library who report use for non-class-related reading:

Fr.	29
So.	34
Jr.	26
Sr.	33
Gr.	42

Question 9. "If, or when, your courses require you to use library resources for papers or research projects, would you probably:"

Unfortunately, the responses to this question raise more questions than they answer. For instance, when a student responds that he or she frequently uses an index to periodicals, we do not know if that student was using the best index or even an appropriate one or if he or she was using it accurately and effectively. Most likely, some are and some are not; but we do not have any data on this, which means that we cannot use the data we have to infer a need for user instruction.

Another example: most students rarely or never browse. Is the reason for this that they have no need for browsing because their other library skills are well developed, or that they do not understand the LC classification scheme and so find browsing unproductive? Finally, we have no way of measuring from the

responses to this question whether students find the approaches to research that they do use productive or non-productive, or if their research is efficient or effective.

Nevertheless, there are two interesting findings from this question.

1. Although a very high percentage of students report using the subject card catalog, most students do not use the Library of Congress list of subject headings (LCSH). This suggests that many students are using the subject card catalog at best inefficiently and at worst incorrectly. The table below lists, for each class: in column 1 percentages of students responding "frequently" or "sometimes" to using the subject card catalog; in column 2, percentages responding "Rarely or never" to checking LCSH, and in column 3 the percentages not responding "frequently" to checking the LCSH. This third column may be closer to the percentages of students not using LCSH since it includes those who did not respond to the question at all and all those who checked "sometimes" as well as "rarely or never". Surely some of the student checking "sometimes" do indeed use LCSH occasionally, but since this occasional use almost certainly leads to inefficiency, we believe that by including this group in the percentages in column 3, we come closer to an accurate figure for those needing instruction in this area.

	1. Use Subject C.C.	2. Rarely or never use LCSH	3. Do not use LCSH frequently
Fr.	97	63	97
So.	98	56	97
Jr.	100	72	94
Sr.	97	55	94
Gr.	94	38	92

2. Between 80 and 86% of students report asking a librarian for help. This is most likely at least partly an indication of need for library instruction since the one-on-one reference situation is the primary library instruction currently available to all students.

Question 10. "How do you find out if the Library has a particular periodical?"

Card catalog:

	Freq. or Sometimes	Rank	Rarely/never
Fr.	90	1st	6
So.	73	2nd	20
Jr.	67	2nd	33
Sr.	68	2nd	35
Gr.	64	2nd	31

Orange books:

Fr.	56	4th	41
So.	73	1st	23
Jr.	80	1st	17
Sr.	93	1st	7
Gr.	98	1st	3

The above table shows three things:
1. Use of the card catalog as source of periodical information decreases from freshman year (90%) to graduate school (64%).
2. Use of the orange books increases from freshman year (56%) to graduate school (98%).
3. High percentages of freshmen (41%) and sophomores (23%) rarely or never use the orange books while high percentages of sophomores (20%), juniors (33%), and seniors (35%) and graduate students (31%) do not use the card catalog to find periodicals.

Because the card catalog and the orange books give different information about periodicals in the Library, neither should be ignored. The above findings show that there is a progressive movement away from the card catalog and toward the orange books as a periodical source from freshman year to graduate school. This suggests that more user instruction is necessary in that area.

Question 12. "If the following types of library instruction were available which would you use?"

(listed in rank order for each class:
CRI-course related instruction
CAI-computer related instruction)

Fr.:	CRI	61	So.:	handouts	73	Jr.:	handouts	65
	CAI	61		CAI	64		CAI	61
	handouts	59		CRI	57		CRI	59
	tours	55		class pres.	45		class pres.	43
	course	47		course	34		workshops	37
	class pres.	45		workshops	30		tours	33
	workshops	39		tours	30		course	27
	none	6		none	4.5		none	2
Sr.:	handouts	76	Gr.:	CRI	80			
	CRI	69		handouts	78			
	class pres.	59		CAI	75			
	CAI	59		class pres.	48			
	course	36		course	33			
	workshops	33		workshops	33			
	tours	19		tours	33			
	none	0		none	10			

These responses show four things:
1. Although the percentages and ranks vary from class to class, all classes report more than 50% interest in at least three different forms of library instruction.

2. Three types of instruction (a course, workshops, and tours) received more "no" responses than "yes" responses from every class. But, in almost every case, at least 30% of responding students said they would use these types of instruction as well.

3. The percentages of students saying they would not use any kinds of instruction were very low.

4. An examination of individual survey forms shows that even those students who said they knew enough or more than enough about the Library said that they would use several forms of library instruction if available.

Overall, these findings are very encouraging in terms of a program of user instruction. They show that there is a large and significant audience for such a program. They also show that different forms of user instruction may be better accepted by some groups than others. This shows a need for a program which uses a variety of methods of instruction.

Question 13. "Which of the following describes your library skills?"

	Don't know enough or need to know more
Fr.	65
So.	57
Jr.	49
Sr.	29
Gr.	48

Over half of freshman and sophomores specifically expressed the need to know more.

Even among seniors, who had the lowest percentage response for "needing to know more", 29% expressed such a need.

A significantly high 48% of graduate students expressed the "need to know more".

Question 14. "Do you have any suggestions on ways the Library could improve services for students?"

All responses to this question are listed below by class. the responses have not been edited for style, grammar, or content.

Student Opinion Survey--Freshman Comments

It might be beneficial to many students (especially Freshmen) if there were more people in the library who were there in order to assist someone who is not familiar with the uses of the library.

The tours showed the locations, but it didn't show what kind of resources are available and how to make use of some of them.

The Tech Library is an excellent facility, however, I know that I for one would like to know how to make better use of its resources for my future studies.

Give some instructions.

I do not know how to find material under the Library of Congress Listing System. Therefore I am somewhat intimidated by Tech's Library. Otherwise I would use the library much more.

Have someone to show freshmen how to use a big library. I came from a small town so I've never used a library, so I don't have the slightest idea how to use it.

Possibly handouts describing how to find a book. I know from personal experience that when I go to the card catalog and find the book I'm looking for, I have no idea where to look for the book itself. The Tech library seems to be very good and has much material in it although it is no use to me because I haven't found out how to use it and I'm not alone in this many of my friends are the same way.

Signs describing the various areas.

Thank you for this opportunity to express my thoughts on the Tech library. As a future pediatrician I enjoy books on child behavior and relationships concerning children and siblings. I feel the library has excellent variety of books on these subject. I hope you'll keep up the good work.

Give the people more help in the search for documents.

Rent out VHS and Beta films for English and History! Maybe even training films on computers.

I used to work in a library but Texas Tech is a lot more confusing and it is very hard to find certain things there. Be a bit more lenient on allowing reserve materials out, not just allowing them out to get better copies.

One problem I have is with the two elevators, the library is so big and sometimes I get lost. But there is no solution to that problem. Also, is there anyway you can keep other students from tearing out needed articles in the stacks. It is very irritating to finally find the book you need and then have pages missing.

more chairs in the lobby to use for reading and relaxation.

It seems a bit cumbersome and time consuming to look for a magazine article in the Reader's Guide on the first floor then go to the second floor look up the magazines again in the orange books then go and find it on the shelves. I realize there may not be much that can be done about this but at least having the Reader's Guide on the same floor as the magazines would help!

Need a place for student to type or else!

It's doing a pretty good job the way things are going now.

I have enjoyed the Tech library very much. The peacefulness and knowledge within the library make going there pleasant. I especially am pleased with the TI computers and old test center. Keep up the good work.

Serve beer.

Sophomore Comments

I think all freshmen should be given a tour of the library and shown how to find different periodicals, magazines, orange books, Reader's Guide. Just in general how to use and find anything in the library.

I need assistance to get acquainted with the library.

Several times I have not known where to find something on a certain subject and I have asked several librarians and gone to the catalogs and done everything I have known to do. Somehow, I was very disappointed in the lack of knowledge of the people who work in the library.

Near the entrance, have a clear indication of where the various call no's are to be found. e.g. floor, elevator to use.

I believe the idea of a computer that would give information on where to go is a good idea.

Provide booklet or pamphlet telling exactly what all the library offers and how/where to obtain it. More detailed than current booklet out now.

Open earlier on weekends so that a student can obtain material earlier in the day to accomplish more work before night life starts.

longer hours (including Sunday)

It needs to be open longer during Friday and Saturday.

Please make the microfiche more accessible. Please put all magazines and periodicals on terminal for easy identification.

More audio and video related periodicals and journals. Possibly videotape library of shorts or well made tapes from various genres of film and video for study in film and video making.

Due to my major [mechanical engineering] I don't use the library except as a place to study and occasionaly to read a periodical. The library is adequate for me.

They are adequate for my use.

Junior Comments

To date I have had only two very small assignments that required library use. I can't be of much help.

More reserve places to study. Access to leisure reading, books (light) and magazines, perhaps a leisure reading room?

More books in more detail.

I think that Texas Tech University's library is good enough for all levels of the students. Librarians are doing a good job.

I would like to see the core collection moved into the stacks. This would give the library a large amount of room to expand other services but most importantly, some conference-type rooms could be assembled in the basement. This would be a great help for committee projects, class and group assignments as well as a study hall and tutoring programs. The library is limited on space where two or more students can study toghether without disturbing others.

I think the library needs more personnel to help the students locate their needed materials.

Computerize the card catalog. Have separate pamphlets on individual needs-for example, how to go about finding a particular magazine, or using the present card catalog.

I find the Library quite adequate.

Longer and later hours.

Use pamphlets to give general information about library. The only problem I have seen is the need for a map of the place.

I think some computers or visual aids on how to find topics, research material, or even on how to do a research paper would be most effective.

Maybe computer assisted library instructions would be a good idea.

Have more rooms for group study instead of so many cubicals in the stacks.

I believe that more study spaces should be provided such as those on the third floor without as many distractions, because there seems to be a critical shortage of places conducive of concentration necessary for higher level engineering courses.

Could stay open during holidays (vacations) for a limited period.

Many students who CLEP freshman English don't ever learn how to use the library. Instruction in this area would help. Locator maps showing where specific areas or books are would also be helpful.

Printed instructions on all library sources, card catalogs, microfilm, etc...would be most helpful.

The library hours should be increased and also computer facilities installed in the library. At least the Croslyn Room should be open 24 hours and more facilities provided in it.

I have only needed to use the library for research papers in my non-major courses. As for my experience in using Tech's library, I feel the library is more than adequate.

Senior Comments

I think much more is necessary in teaching people to use the library. I was lucky enough to be taught in part by mother and some instructors. People just need to be more informed with what's available and the best ways to use the library.

Have a big bulletin board with a detailed outline of where to look for (and how) many different topics. ex. periodicals, authors, magazines, etc.

You need to have a very well informed person to help us find the children's books. I waste lots of time trying to find certain children's books. Maybe you could have a card file especially for the children's books.

Since architecture courses do not generally involve out of class research, we do not use the library much. We also have a reference library in our bldg for architectual related subjects. When we do use the library, it is for an involved project that requires a variety of sources. Especially from our programming class. Since we do not use the library much, we do not know exactly what type of information is available and how it is classified. Too often we find information after the research is completed. In our programming class we were given a tour of library that I found very informative, but this was half way through our research. If a tour like this could be given earlier, it would be helpful.

student instruction on how to use the library effectively.

Have some kind of visual explanation of how to find a book. (For instance a sign on the wall.) When I was a freshman it was more or less trial and error to find a book. Even when I asked for help from a librarian, I was still confused because to a freshman Tech Library is a big confusing place. Having some type of sign may answer those who are slightly confused and allow the librarians to talk to those who are totally confused.

Have a map of the library hanging off the information desk (about as big as a poster board). Label sections of the library (e.g. core, stacks) on the map. Have a legend on the map explaining what core is, what stacks are. Most kids don't have the initiative to ask.

The technical aspects of library science are amazing. When I came back to college I didn't realize how much the library had grown. Now I have trouble finding anything without help.

Every time I use it I have to get a lot of help. I think if you mailed out information on how to use the library it would be good. That way you could save it to refer back to. Often, even if I'm shown how to find something, I'll forget and have to ask again.

As a freshman you should have more instruction pertaining to use of the library. Also pertaining to question 12b, this would be a very good idea [handouts and bibliographies].

Maps which show where different areas of the library are located. These should be displayed where people can use them wherever they happen to be in the library.

Printed information on how to use the library. These handouts could cover then many different services offered by the library.

Have handouts in their freshman packets and make sure the workers in the library really know what they're talking about. Non-experienced.

Might have more people available for assistance.

Extended hours on weekends (Fri and Sat night) during midterm exams and approaching final exams. Provide handouts, pamphlets or some type of self-service guide to aid in using reference material. My greatest weakness is not knowing how to fully utilize the reference materials. Also provide self-service guides on using the microfiche etc.

open 24 hours.

Stay open longer during the weekend and holidays.

There have been many occasions when I needed the library and it was closed--(Friday and Saturday nights). Longer hours would be most beneficial to myself and many other students that I know.

Extend the hours on weekends. Install another elevator to stacks.

Cut down time it takes to bring books on hold to maybe 1 week.

Open the study rooms in the stacks to all students.

More computer terminals and instructors for learning and developing computer skills for non-business majors rather than the computer.

Make it clearer to students how to use the document card catalog and that section of the library.

For a university of 25,000 students, and a university that is supposedly one of the major schools in the southwest, I feel that the Texas Tech library needs to increase the number of volumes of all books in most areas of study. I have found that a great percentage of the works in the stacks are nothing more than bound volumes of magazines. There should be more original volumes, the history section is very sparse.

In my opinion, the library does an excellent job in making materials available to students. The only area that might be subjected to improvement is more extensive and updated engineering texts.

One thing I have noticed is the library has gotten noiser. People don't seem to care if they disturb you. I talk some myself. But maybe there should be a section for talking, and a section for not talking.

College students should be old enough to be quiet and considerate in the library, but something must be done about the noise in the basement of the library. Sometimes it sounds like a sorority/fraternity mixer instead of a library.

I have been very pleased, and appreciate the service.

Course information sharing time schedules.

Graduate Student Comments [graduate major in brackets]

It is difficult for new students to find their way around. Guided tours at the beginning of each semester would be beneficial.

Yes, if items a-i [question 12] were enforced it would help tremendously.

The librarians and assistants could be more congenial and willing to help the students in their search for material (especially in the reference section). [finance]

Instructors should make it a requirement, to do a library project on how to use the library--a practice set utilizing most of the services of the library, taking about 3-5 out of class hours. Should be done throughout the college classifications. The people in the library are extremely helpful! I am comfortable asking for assistance. [MBA]

a directed program explaining how to use 2nd story facilities, i.e., microfiche and periodicals.

1. keep qualified personnel (not student assistants) at the help desks. 2. a handout or something equivalent would be helpful for students trying to determine how to use the indexes, bibliographies, etc. in the resource/reference room. Also which ones to use to find certain types of information. 3. Easier instructions concerning how to perform a computer search of reference materials.

The present system is good enough. More time during the week ends.

I feel the medical library is much easier to use because of its arrangement. At the Tech library I feel I have to look so many places for a reference before I actually get the article.

Allow non-circulation material to be checked out over night to xerox-- an hour before closing -- to be brought back first thing in the morning.

Longer hours.

Provide assistance desk on every level or two in the stacks.

Library hours are inadequate for graduate needs. I would like to see the feasibility of 24 hour service explored at least for graduate students. In lieu of that longer hours on weekends.

1. Shoot people who tear pages out of books, etc. Seriously, find some way to prevent this sort of damage. Some U. libraries do not allow undergrads in the stacks. I don't know if this helps. 2. Keep hiring the nice, friendly people who help me whenever I ask. Thanks. [Education--reading]

1. An expansion of study-room facilities. (more carrels) 2. ordering of more advanced text books or major field related materials, journals: (in general, the number of books and facilities are inferior to other major universities.) [Economics]

3. Recognition of the importance of the library in university and giving the top priority in the school development. 4. cheaper copy machines.

Keep open more hours on Fri, Sat. & Sun. Also offer tours as mentioned above.

I feel having extended hours on the weekends would be beneficial. I feel that the library should be open later on Fridays and earlier on Sundays.

I think the copies should be a cheaper service for the students because there is a lot of important material that can not be checked out (journal, reserved material etc.) and it is necessary to get it.

I appreciate the kind assistance by librarians. Sometimes I wish there were employees located (1 on each floor) of stacks to help when I can't locate something--I get confused and don't know if something is out being bound, missing from shelf, of if I am overlooking it. I tend to feel "lost" in most libraries. [education psychology]

[in response to question 12 --elective course]: maybe some such course should be required as part of most programs.

Update library brochure. Open more on holiday seasons and breaks. Eliminate use of computer ID card strip to check out books (for graduate students). It has been inpossible to check out books this semester due to strip being often demagnetized and due to the fact that I work part-time as a teaching asst. at the University. Neither the part time staff card or the student ID card allow me to check out books. Since I commute from Plainview (50 miles one way) this makes for an impossible situation.

1. When finals week gets here stay open until 2am and stay open on Saturday night. 2. The books I have always looked for are never on the shelf. I can't imagine my subject could be so popular. I think the card catalog should be updated for books lost or stolen.

[in response to question 6]: reference books for my courses not found in library. [math]

I would appreciate it if the library carried a wider assortment of education periodicals. On many occasions I have needed an article in periodicals that the Tech library does not carry. By the time I receive the article through inter library loan, it's usually too late for me to use the articles. [education]

1. Obtain a broader selection of journals. [land use planning, management design]. 2. enlarge documents section. 3. Provide a concise guide to Govt. documents. 4. handouts on how to use the library prepared for various fields. Excellent staff! Great Job with what you have.

I would like to see the library hours expand on Saturday. In addition, the library should offer more black journals and other minority journals. [elementary education]

Improve computer literature reviews. [psychology]

The largest complaint I have and that of the classmates I know is the noise. Loud talking is distracting and if you ask someone to be quiet or go to the outer lobby area on the main floor you are told off. The library needs to enforce some rules on this matter. My use of the library would have been much greater then.

I believe the library is doing a <u>fine</u> job -- you always seem to have the materials I need. [secondary education/english]

I think Texas Tech has a very good library system.

TEXAS TECH UNIVERSITY LIBRARY

APPENDIX H. COPY OF LIBRARY STAFF SURVEY.

SURVEY OF STAFF RESOURCES
Regarding the Need for Library Instruction

This survey is an attempt by the Ad Hoc User Instruction Committee to determine staff experience and interest in library instruction. Your responses are important for they will be used to help plan an effective program of library user education at Texas Tech University. Please take a few minutes to respond to the following items and return the completed form using the attached envelope.

NAME: _____

INTERESTS IN LIBRARY INSTRUCTION

(1) a. My interest in library instruction is: (check one)
_____ (1) high
_____ (2) moderate
_____ (3) low
_____ (4) not interested

b. I would like to help with a library instruction program.
_____ (1) yes
_____ (2) no

c. I could best help a library instruction program by:
_____ (1) writing, editing instructional materials
_____ (2) compiling information, bibliographies
_____ (3) graphics, art work
_____ (4) teaching
_____ (5) liaison with faculty
_____ (6) other (please specify): _____
_____

EXPERIENCE

(2) a. I have the following kinds of library instruction experience:
_____ (1) conducting tours
_____ (2) classroom teaching
_____ (3) staff training
_____ (4) computer-assisted instruction
_____ (5) writing library instruction materials:
_____ (6) guides, handbooks
_____ (7) workbooks
_____ (8) bibliographies
_____ (9) classroom materials
_____ (10) other: _____

b. I have library instruction experience of:
_____ (1) 0-3 years
_____ (2) 4-6 years
_____ (3) 6+ years

c. I have teaching experience (other than library instruction).
_____ (1) yes
_____ (2) no

If yes, please specify levels and subjects:

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OVER

d. I have worked in the following library units or departments at Tech or at other libraries:

SUBJECT KNOWLEDGE AND INTERESTS

3) a. My undergraduate major(s)/minor(s):

b. Other degrees or course work:

c. Other subject knowledge/interests:

d. Foreign language skills:

Return to: Staff Survey, Reference Department, Library

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LIBRARY INSTRUCTION

Responses to questions 4,5,6, and 7 will be kept confidential.

(4) Which of the following levels of library instruction do you think the Library should provide. More than one may be checked.

____ (1) General orientation for new students
____ (2) General orientation for new faculty
____ (3) Basic research methods for undergraduates
____ (4) Advanced research methods for undergraduates
____ (5) Subject-oriented research methods and orientation to basic reference sources for graduate students
____ (6) Subject-oriented information for faculty on new reference tools, how-to-keep-current, etc.
____ (7) Other (please specify): _____

_____

(5) Please indicate the type(s) of library instruction you think the Library should provide for students: (circle one for each item)

		Yes	No	No Opinion
a.	Guided tours of the Library	1	2	3
b.	Library handouts and bibliographies	1	2	3
c.	Classroom presentations by librarians on resources and skills.	1	2	3
d.	Course related instruction (bibliographies of reference sources or exercises) prepared by librarians at faculty request	1	2	3
e.	An elective course for credit designed to develop the knowledge and skills to do library research	1	2	3
f.	Non-credit workshops in general library use or geared toward students' majors	1	2	3
g.	Computer-assisted library instruction	1	2	3
h.	None	1	2	3
i.	Other (please specify): _____			

_____

(6) The following statements relate to ways students could learn about using the library. Circle the responses which most closely reflect your feelings.

		Yes	No	No Opinion
a.	No instruction is necessary; students possess the necessary skills when they enter the university	1	2	3
b.	Students should develop library skills independently, asking librarians if necessary.	1	2	3

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OVER

c. Students should learn library skills in a:

	Yes	No	No Opinion
(1) required course taught by librarians.	1	2	3
(2) bibliography course taught by department faculty.	1	2	3
(3) required course such as Freshman English where faculty and librarians collaborate in providing instruction on library skills	1	2	3
d. Faculty members have the primary responsibility for instructing students in the use of resources relevant to their courses.	1	2	3
e. The Library has the primary responsibility for instructing students in the use of resources they need to meet their information needs.	1	2	3
f. Faculty members and the Library have the joint responsibility for instructing students in the use of resources they need to meet their information needs	1	2	3

g. Other (please specify): _____

_____

(7) Do you have any suggestions on ways the Library could improve services for students?

Return to: Staff Survey, Reference Department, Library

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APPENDIX H. RESULTS OF LIBRARY STAFF SURVEY.

SURVEY OF STAFF RESOURCES
Regarding the Need for Library Instruction

This survey is an attempt by the Ad Hoc User Instruction Committee to determine staff experience and interest in library instruction. Your responses are important for they will be used to help plan an effective program of library user education at Texas Tech University. Please take a few minutes to respond to the following items and return the completed form using the attached envelope.

NAME _____

INTERESTS IN LIBRARY INSTRUCTION

(1) a. My interest in library instruction is: (check one)

		*L	*S
54%	(1) high	57%	50%
37%	(2) moderate	34%	41%
4%	(3) low	5%	4%
1%	(4) not interested	0%	4%

b. I would like to help with a library instruction program.

		L	S
59%	(1) yes	71%	41%
29%	(2) no	15%	50%

c. I could best help a library instruction program by:

		L	S
33%	(1) writing, editing instructional materials	39%	25%
37%	(2) compiling information, bibliographies	36%	37%
8%	(3) graphics, art work	5%	12%
32%	(4) teaching	50%	4%
32%	(5) liaison with faculty	50%	4%
19%	(6) other (please specify): _____	21%	16%

EXPERIENCE

(2) a. I have the following kinds of library instruction experience:

		L	S
56%	(1) conducting tours	84%	12%
32%	(2) classroom teaching	50%	4%
56%	(3) staff training	42%	37%
8%	(4) computer-assisted instruction	7%	29%
19%	(5) writing library instruction materials:	23%	12%
20%	(6) guides, handbooks	26%	12%
9%	(7) workbooks	13%	4%
22%	(8) bibliographies	34%	4%
12%	(9) classroom materials	18%	4%
9%	(10) other: _____	18%	8%

b. I have library instruction experience of:

		L	S
37%	(1) 0-3 years	34%	41%
12%	(2) 4-6 years	10%	16%
30%	(3) 6+ years	42%	12%

c. I have teaching experience (other than library instruction).

		L	S
51%	(1) yes	60%	37%
41%	(2) no	34%	54%

If yes, please specify levels and subjects:

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* L=Librarian S=Staff

OVER

(4) Which of the following levels of library instruction do you think the Library should provide. More than one may be checked.

84%	(1) General orientation for new students	L 76%	S 96%
92%	(2) General orientation for new faculty	L 92%	S 92%
81%	(3) Basic research methods for undergraduates	L 82%	S 80%
50%	(4) Advanced research methods for undergraduates	L 48%	S 53%
69%	(5) Subject-oriented research methods and orientation to basic reference sources for graduate students	L 87%	S 53%
63%	(6) Subject-oriented information for faculty on new reference tools, how-to-keep-current, etc.	L 64%	S 61%
16%	(7) Other (please specify): _____	L 15%	S 19%

(5) Please indicate the type(s) of library instruction you think the Library should provide for students: (circle one for each item)

COMBINED LIBRARIAN AND STAFF	Yes	No	No Opinion
a. Guided tours of the Library	1 72%	2 18%	3 6%
b. Library handouts and bibliographies	1 78%	2 6%	3 9%
c. Classroom presentations by librarians on resources and skills.	1 84%	2 4%	3 7%
d. Course related instruction (bibliographies of reference sources or exercises) prepared by librarians at faculty request	1 69%	2 12%	3 12%
e. An elective course for credit designed to develop the knowledge and skills to do library research	1 67%	2 13%	3 13%
f. Non-credit workshops in general library use or geared toward students' majors	1 63%	2 18%	3 10%
g. Computer-assisted library instruction	1 63%	2 4%	3 21%
h. None	1 0%	2 40%	3 3%
i. Other (please specify): _____			

(5) Please indicate the type(s) of library instruction you think the Library should provide for students: (circle one for each item)

LIBRARIAN	Yes	No	No Opinion
a. Guided tours of the Library	1 61%	2 28%	3 5%
b. Library handouts and bibliographies	1 92%	2 2%	3 2%
c. Classroom presentations by librarians on resources and skills.	1 87%	2 7%	3 5%
d. Course related instruction (bibliographies of reference sources or exercises) prepared by librarians at faculty request	1 74%	2 12%	3 5%
e. An elective course for credit designed to develop the knowledge and skills to do library research	1 69%	2 17%	3 7%
f. Non-credit workshops in general library use or geared toward students' majors	1 58%	2 20%	3 10%
g. Computer-assisted library instruction	1 66%	2 5%	3 15%
h. None	1 0%	2 35%	3 2%
i. Other (please specify): _____			

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(5) Please indicate the type(s) of library instruction you think the Library should provide for students. (circle one for each item)

STAFF

	Yes	No	No Opinion
a. Guided tours of the Library	1 88%	2 3%	3 7%
b. Library handouts and bibliographies	1 57%	2 11%	3 11%
c. Classroom presentations by librarians on resources and skills	1 80%	2 0%	3 11%
d. Course related instruction (bibliographies of reference sources or exercises) prepared by librarians at faculty request	1 61%	2 11%	3 23%
e. An elective course for credit designed to develop the knowledge and skills to do library research	1 65%	2 7%	3 23%
f. Non-credit workshops in general library use or geared toward students' majors	1 69%	2 15%	3 11%
g. Computer-assisted library instruction	1 57%	2 3%	3 3%
h. None	1 0%	2 26%	3 11%
i. Other (please specify):_____			

(6) The following statements relate to ways students could learn about using the library. Circle the responses which most closely reflect your feelings.

COMBINED LIBRARIAN AND STAFF

	Yes	No	No Opinion
a. No instruction is necessary; students possess the necessary skills when they enter the university	1 1%	2 96%	3 0%
b. Students should develop library skills independently, asking librarians if necessary	1 15%	2 72%	3 9%
c. Students should learn library skills in a:			
(1) required course taught by librarians	1 33%	2 43%	3 15%
(2) bibliography course taught by department faculty	1 41%	2 35%	3 10%
(3) required course such as Freshman English where faculty and librarians collaborate in providing instruction on library skills	1 89%	2 4%	3 3%
d. Faculty members have the primary responsibility for instructing students in the use of resources relevant to their courses	1 29%	2 33%	3 9%
e. The Library has the primary responsibility for instructing students in the use of resources they need to meet their information needs	1 35%	2 35%	3 6%
f. Faculty members and the Library have the joint responsibility for instructing students in the use of resources they need to meet their information needs	1 90%	2 4%	3 1%
g. Other (please specify):_____			

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(6) The following statements relate to ways students could learn about using the library. Circle the responses which most closely reflect your feelings.

STAFF

	Yes	No	No Opinion
a. No instruction is necessary; students possess the necessary skills when they enter the university	1 3%	2 92%	3 0%
b. Students should develop library skills independently, asking librarians if necessary	1 19%	2 69%	3 7%

c. Students should learn library skills in a:

	Yes	No	No Opinion
(1) required course taught by librarians	1 46%	2 26%	3 19%
(2) bibliography course taught by department faculty	1 26%	2 46%	3 15%
(3) required course such as Freshman English where faculty and librarians collaborate in providing instruction on library skills	1 84%	2 7%	3 3%

d. Faculty members have the primary responsibility for instructing students in the use of resources relevant to their courses	1 30%	2 50%	3 7%
e. The Library has the primary responsibility for instructing students in the use of resources they need to meet their information needs	1 46%	2 46%	3 0%
f. Faculty members and the Library have the joint responsibility for instructing students in the use of resources they need to meet their information needs	1 80%	2 11%	3 0%

g. Other (please specify): _____

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(6) The following statements relate to ways students could learn about using the library. Circle the responses which most closely reflect your feelings.

LIBRARIAN

	Yes	No	No Opinion
a. No instruction is necessary; students possess the necessary skills when they enter the university	1 0%	2 100%	3 0%
b. Students should develop library skills independently, asking librarians if necessary	1 12%	2 74%	3 10%

c. Students should learn library skills in a:

	Yes	No	No Opinion
(1) required course taught by librarians	1 25%	2 53%	3 12%
(2) bibliography course taught by department faculty	1 51%	2 28%	3 7%
(3) required course such as Freshman English where faculty and librarians collaborate in providing instruction on library skills	1 92%	2 2%	3 2%
d. Faculty members have the primary responsibility for instructing students in the use of resources relevant to their courses	1 28%	2 48%	3 10%
e. The Library has the primary responsibility for instructing students in the use of resources they need to meet their information needs	1 28%	2 51%	3 10%
f. Faculty members and the Library have the joint responsibility for instructing students in the use of resources they need to meet their information needs	1 97%	2 0%	3 2%

g. Other (please specify): _____

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APPENDIX H. RESULTS OF SURVEY OF LIBRARY STAFF, CONTINUED.

Librarian comments to question 4:

-SDI service liaison department or individual faculty members.

-yes on 5 and 6 if grad-faculty want it and staff time available.

-(6) provide by library liaison personnel

-subject oriented research for undergraduates--upperclass level

-staff training, workshops for librarians, perhaps workshops for high school teachers and librarians.

-bibliographic instruction displays

-(1) perhaps in handout form or videotape to look at if patron interested.

-(2) They rarely come! In 1981 we had 31 and advertizing and many choices of time.

-(6) That's their responsibility: they're the experts (or so the conventional wisdom goes.)

Librarian comments to question 5:

-(a) General "tours" for undergraduates are a waste of time...
(c) no, except for special topics in special classes or seminars.
(i) guidance on a one-to-one basis.

-individual consultation with faculty or graduate students in specific area. All the above should be approved and coordinated by library instruction committee.

-(a) rarely

-(g) will need something once we go online.

- point of use instruction

-(f) I doubt a non-credit workshop would get many takers.

-(a) on tape, not on foot

-(f) no at the present time

Additional comments from staff (non-librarians):

4. -Instruct all students and faculty on methods their requests are completed, filed in card catalog, etc. plus what our returns to them indicate.
-General orientation for new staff, not just faculty

-General orientation for OLD faculty
-General orientation and advanced research methods for old faculty

5. -Tours and training should be performed by librarians or equally qualified personnel, not by professors in various courses on campus.
6. Library prepared bibliographies should conform to a standard style manual such as Terabian or Campbell.

Librarian comments to question 7:

-We should not assume that students and faculty members are aware of necessary bibliographic methods. I believe we must actively pursue programs of instruction, hopefully with the cooperation and support of the faculty, which is possible with appropriate public relations that demonstrate the need and relevancy of a formal program of bibliographic instruction. Need to coordinate and improve library assignments; e.g., the irrelevant Biological Abstracts assignment.

-Create stronger faculty liaison program, with provisions for acquiring faculty input and giving the faculty adequate feedback on suggestions to indicate the library is responsive to the faculty.

-No matter what formal teaching method is used students will need to have some help on one to one basis with a librarian.

-Students have a variety of needs and learn in a variety of ways. A good program of LI should be varied (as to methods and levels), flexible (to allow students to learn through the path most appropriate to them), and integrated to avoid duplication, gaps, inefficiency, etc.

-All levels of library instruction that you have listed would be excellent but there needs to be an incentive. Giving course credit is one way; having the faculty involved is another. It has been my experience that grad students are the most fun to work with because of their incentives--they want to be well prepared and they want to be out! I am not too aware of public services but technical services must always strive to keep incoming materials moving quickly.

-1. provide a program of instruction that ties user needs--student and faculty.
2. advertise services--let them know.
3. provide different learning methods to accommodate individual learning styles i.e., bibliographies, pathfinders, etc.
4. be lively and enthusiastic in our work.

-1. put year holdings into the periodical serials list.
2. produce more copies of the serials list.

3. move education index, business periodicals index, ERIC and the encyclopedias to a location that is visible from the reference desk area. I would move their tables so that they would be in front of humanities index and social sciences index.

-I was horrified when I attended a graduate English course with PhD candidates attending, and the only reference index they knew about was MLA. In the 60's we used to give some tours and cooperative teaching with professors. That fell to a complete halt in the seventies, and I feel it is part of the problem we need to correct.

-Have a detailed instruction sign? or something, as they come in the door explaining the different elevators and where they go. It is very confusing the first time a person comes in to try to figure out where the stacks are.

-No suggestions for improvement, but: 1.) Do not lose sight of the value of personal interaction between the librarian and patron. 2.) maintain an orientation of the practical application of the instructional program, i.e., avoid "ivory tower" busy-work atmosphere.

-For students there always seems to be psychological barrier about using the library. A little kindness and reaching out encourages a student to better adapt. If I hadn't had a very unkind librarian in required library science for all freshman, I would have certainly changed my undergraduate major to library science! It was a history teacher that really reopened my eyes to the resource of the library later!

-Match the program to the users needs. Use a variety of methods to meet those needs.

-more formal instruction to all our library patrons.

-Work with faculty to gain their trust of librarians as competent persons in the academic community. Develop with faculty the tools for instruction. That teaches faculty library tools in a non-threatening manner.

-Deemphasis of esoteric (to them) types of materials (e.g., theses, rare books) and indexes (e.g., Index Medicus, Biological Abstracts) to students in the nonage of their university experience.

Staff (non-librarian) comments to question 7:

-There should be instruction on the use of the searching tools in the reference dept. i.e., indexes...This instruction should be given in a classroom atmosphere instead of being delivered at the moment a student is initiating a research project.

-possibly a cassette guided: student checks out cassette and goes and goes to appointed stops to hear an explanation.

-More staff.

-I think some kind of formal instruction on the use of the library is very important for improving services. I personally serve a great number of students who do not even know where the stacks are located, or who are not familiar with the cataloging procedures to know that each title has a call number assigned to it, making it impossible to find a title without asking someone, or not knowing the binding procedures in order to track down a particular issue of a periodical. Also important is instruction for foreign students at Tech and or visiting foreign students and professors doing research here.

-I would like to see the library have a workshop for freshmen students, (a credit would be given) on instructions of how to use the library.

- I think that the students need more guidance in understanding how to use the library's sources such as Editorial Research Reports, Readers Guide and so on. Most students don't realize how to go about finding these materials and often when they inquire about a certain material from a library employee they receive answers such as, "look it up in the card catalog." Students from small towns such as Dumas and Dalhart often don't know how to go about looking these things up in the catalog, especially if the card has a specific placement for example, southwest collection etc. Thus the students need more individual and precise help.

-1. perhaps librarians with their various specialties of training and experience might schedule a few hours with faculty to speak to classes or have a question and answer session prior to a tour. This could be for freshman orientation classes, etc.
2. Make available for students a typing room with typewriters--perhaps 8 to 5 with supervision, and supplies available.

APPENDIX 1. MISSION STATEMENT OF THE LIBRARY.

Texas Tech University

Director of Libraries

LIBRARY MISSION STATEMENT

The Library is an integral part of Texas Tech University and supports the University's teaching, research, and service mission, and its quest for excellence.

As the primary repository of information on campus, the Library--in all its constituent parts--identifies, acquires, describes, organizes, preserves, interprets, and disseminates information in many different formats and by various available means. It is the basis for classroom instruction, scholarly and scientific research, and individual development.

The Library serves the University community of students, faculty, and staff. Cognizant of its role as a major research library, it also provides materials, whenever possible, to other libraries and scholars on local, regional, national, and international levels.

Adopted March 1, 1983

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Library/Lubbock, Texas 79409/(806) 742-2261

APPENDIX J. POSITION DESCRIPTION, UI COORDINATOR.

TEXAS TECH UNIVERSITY LIBRARIES

POSITION DESCRIPTION

AREA: Reference Department

POSITION TITLE: User Instruction Coordinator

DATE PREPARED: _____ I.D. _____

POSITION PURPOSE

To develop, coordinate and evaluate a program of user instruction for Texas Tech University.

DIMENSION

Responsible for planning and implementing user instruction activities; recruiting and training of program participants; evaluating effectiveness and efficacy of individual user instruction activities and the user instruction program.

PRINCIPLE DUTIES

1. Develops written policies regarding user instruction activities.

2. Coordinates scheduling of user instruction activities.

3. Works with liaisons as a resource person to create new instructional materials tailored to the needs of individual disciplines or departments.

4. Plans training and development programs for participants in the user instruction program.

5. Implements evaluation process to assess the effectiveness of individual instructional activities and the program as a whole.

6. Works to secure adequate funding from the university and library administration and ~~explores~~ from supplemental funding from grants.

7. Develops instructional objectives for user instruction activities and establishes periodic reviews to ensure relevancy to needs.

8. Conducts periodic assessments to determine the user instruction needs of faculty, students, and staff.

9. Sets priorities for implementation of the major recommendations of the Ad Hoc User Instruction Committee as listed in the Final Report.

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SUPERVISION

Received: Performs the duties of this position under the Chair of Reference Services.

Given: Supervises the instructional activities of participants in the User Instruction Program.

QUALIFICATIONS

1. Master's degree in Library Science from an ALA-accredited institution.
2. Grasp of the techniques and principles of learning and instructional design.
3. Ability to communicate verbally and in writing.
4. Ability to organize work effectively and establish and maintain effective working relations.

ACCOUNTABILITY

APPENDIX K. REFERENCE STATISTICS FORM (EXCERPT).

DATE	to 8:00 AM	to 9:00 AM	to 10:00 AM	to 11:00 AM	to 12:00 Noon	to 1:00 PM	to 2:00 PM	to 3:00	to 11:00 PM	to Midnight	TOTALS
Directional											
Referral											
Timed Reference 1 minute or less											
1 - 5 Minutes											
6 - 10 Minutes											
11 - 15 Minutes											
More Than 15 Minutes											
ILL											
INITIAL TOTALS											

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USER INSTRUCTION REPORT FORM

Date of request _____ requested for: date_____ time_____
initiated by librarian, date:_____ scheduled for: date_____ time_____

Name of Class_____
Department and course number_____
Instructor's name_____ phone _____
number of students enrolled_____
students are mostly: fr so jr sr gr
have students had UI at TTU before? yes____ no____
Will there be an assignment requiring library use after this UI? yes____ no____
If yes, please attach a copy of assignment.
Assignment was prepared by: faculty____ librarian____ librarian & faculty____
Library has done UI before for this class____ professor_____. (check if yes)
Describe what tools, information, areas the instructor wants covered:

List tools, information, areas covered if different from above:

Was orientation required before UI was given? yes____ no____
If yes, describe orientation:

Were new materials prepared for this class? yes____ no____
approximate time for preparation for this class_____

OBTAIN THE FOLLOWING INFORMATION WHEN CLASS BEGINS:
number of students attending_____ instructor present? yes____ no____
% of students who had had UI at TTU before_____
students attending (approximate): fr____% so____% jr____% sr____% gr____%

THIS FORM AND ITS ATTACHMENTS WILL BE INDEXED BY COURSE TITLE AND NUMBER, PROFESSOR'S NAME, AND THE FOLLOWING THREE SUBJECTS: (List no more than three)

Using the separate definitions, describe this UI be putting one check in each column:

____ tour (no instruction)	___ lecture/library visit
____ orientation	___ classroom presentation
____ basic instruction	___ self-paced workbook
____ advanced instruction	___ workshop

This UI consisted of ____ presentations for ____ sections. (see separate definitions)

Librarian's evaluation, comments, and suggestions:
(continue on other side, if necessary)

ATTACHMENTS: handouts____ library assignment____ faculty evaluation____

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APPENDIX M. FACULTY EVALUATION OF UI, FORMS.

Date:

To:

From: TTU Library User Instruction Coordinator

Subject: Library User Instruction for:

Class name_____

Department and course number_____

date and time given_____

Librarian_____

Thank you for requesting Library User Instruction for your class. Would you take a few moments now to complete this evaluation form of the instruction given? It will help the Library provide the best possible service to you and your colleagues.

Thank you for your time in helping us with this evaluation. Please return the form to:

User Instruction Coordinator
Library
Campus

I. PLEASE CHECK THE RESPONSES THAT MOST CLOSELY REFLECT YOUR OPINION.

The User Instruction given to my class:

1. ___ was clearly presented and well organized.
   ___ could have been more clear, or better organized, or both.
   ___ was badly presented(please specify in what way)

2. ___ covered materials and concepts which my class needed.
   ___ covered materials and concepts with which my class was already familiar.
   ___ covered materials and concepts which my class will not need at this time.

3. ___ covered too much.
   ___ covered just the right amount.
   ___ did not cover enough(please specify what should have been covered)

4. ___ was too advanced for my class.
   ___ was at an appropriate level for my class.
   ___ was too elementary for my class.

5. ___ was excellent.
   ___ was satisfactory.
   ___ was unsatisfactory.

II. Please use the other side of this form for your comments on this user instruction or the user instruction program.

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APPENDIX M. FACULTY EVALUATION OF UI, FORMS.

Date:

To:

From: TTU Library User Instruction Coordinator

Subject: Library User Instruction for:

Class name_____

Department and course number_____

Date and time given_____

Librarian_____

Shortly after the above instruction was given to your class we asked that you complete a short evaluation of that instruction. We are sending this follow-up evaluation form to you because you indicated that your class would be using the Library to complete an assignment after that User Instruction.

Would you take a few moments to complete this form when you have seen the results of your students' library work? Your comments will help the Library provide the best possible service to you and your colleagues.

Thank you for your time in helping us with this evaluation. Please return the form to:

User Instruction Coordinator
Library
Campus

1. PLEASE CHECK THE RESPONSE THAT MOST CLOSELY REFLECTS YOUR OPINION.

___ The library user instruction seems to have significantly helped my students with their assignment.

___ The library user instruction does not appear to have helped my students with their assignment.

___ The library user instruction seems to have confused my students.

___ I could not determine whether the library user instruction helped my students or not.

2. Please use the space below to elaborate on your answer or to comment on the user instruction for your class.

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APPENDIX N. USER INSTRUCTION STATISTICS.

The Committee suggests that the UI Coordinator compile and report statistics and information based on the UI report form and the faculty evaluation forms (see appendixes M and N) in the following manner.

For each department for which UI has been completed during the time period covered by the report, the following information should be compiled using the definitions listed in Appendix P.

1. Number of classes given UI.
2. Number of presentations (different information).
3. Number of sections (same presentations to different groups of students).
4. Number of sessions (presentations multiplied by sections, divided by classes).
5. Number of librarians.
6. Number of students.

The Committee further suggests that the following statistics be compiled and reported:

7. Number of orientations.
8. Number of basic instructions.
9. Number of advanced instructions.
10. Number of tours.
11. Number of User Instruction for faculty.
12. An itemized list of number of presentations and sessions for each librarian or staff member.

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In addition, the reports should include the following kinds of information:

1. List of new materials prepared.
2. List of new classes or departments participating in UI.
3. List of new instructions.
4. Estimated time for preparation of instruction.
5. Summary of statistics.
6. News, progress toward goals, etc.

APPENDIX O. DEFINITIONS FOR USER INSTRUCTION STATISTICS.

The Following definitions should be used when filling out the User Instruction Report Form (Appendix M) and when compiling user instruction statistics.

Levels of Instruction.

Tour. A visit to the Library and various departments of the Library for which the primary purpose is not to give instruction in how to use the Library. Primary audience for tours are visitors; candidates for faculty, administrative, or library positions; and groups such as "shake hands." In general tours are provided for people who are not current users of the Library, although a tour might be given to some as a pre-orientation. Tours might include printed self-guided tours, librarian conducted tours, casette tape self guided tours, video tape tours, etc.

Orientation. An orientation is a basic introduction to use of the Library. Its primary audience is new users. The methods for giving orientations may include printed guides or workbooks, computer assisted instruction, audio visual presentations, classroom lectures, visits to the Library, Library assignments, consultations at the reference desks, etc. An orientation might include one or more of the following:

-locations of departments and areas in the Library;
-basic introduction to how to use the card catalog, periodical indexes, orange books;
-how to check out a book or use reserve;
-introduction to LC subject Headings or LC classifications.

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Basic and Advanced Instruction. Instruction includes all user education more advanced than orientation. A user must have had some orientation before instruction. Instruction might include the detailed instruction in the use of a particular index or reference tool; methods of doing research; a look at selected reference sources on a particular subject; etc. Methods of instruction might include lectures , printed guides, audio visual presentations, library visits, short courses, etc. Basic Instruction is simply the first level beyond orientation. Advanced Instruction assumes the user already has the knowledge usually presented in basic instruction.

Format of Instruction.

Lecture/Library visit. A presentation given in the Library at the place or places where the materials being discussed are located.

Classroom presentation. A presentation given in the classroom.

Self-paced instruction. Instruction in workbook or computer assisted format. Each unit (one hour or so) counts as one presentation.

Workshop. Instruction which takes more than one presentation to complete. To classify as a workshop, more than one presentation must be given in a coordinated and planned fashion to a single group of students.

Groups.

Class. Usually a numbered class in the catalog. A class with many sections is classified as one class if all sections are treated the same by the user instruction program. Each section of one class would be counted separately if treated differently (different preparations and different information) by the user instruction program.

Presentation. One instructional package, usually a lecture, but it could also be one unit of a self-paced workbook, or one audio visual presentation, etc. One presentation might be given once to one class, or several times to several different sections of the same class. A "workshop" always includes more than one presentation.

Section. Each different group of students given user instruction. These are usually actual sections as listed in the catalog, but if one large class is divided into several parts for user instruction purposes and each part is given the same presentation, each is counted as one section.

Session. A meeting of a librarian with a section. Generally, multiply the number of presentations by the number of sections and divide by the number of classes to obtain the number of sessions.

Librarians. The number of librarians who made presentations for a class. Include the number of librarians responsible for a presentation if instructional package was prepared by more

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than one librarian, even if the instruction was delivered by only one or if presentation was in self-paced format.

Students. Total number of students attending user instruction. Do not count students twice when they attend several presentations for the same class (a "workshop").

APPENDIX P. LIBRARY ASSIGNMENT REPORT FORM.

CLASS ASSIGNMENT

1. COURSE NUMBER: _____

2. COURSE NAME: _____

3. DATE RECEIVED COURSE ASSIGNMENT: _____

4. PROFESSOR'S NAME: _____

5. NUMBER OF STUDENTS IN COURSE: _____

6. DATE ASSIGNMENT BEGINS: _____

7. DATE ASSIGNMENT ENDS: _____

8. SUBJECT OF ASSIGNMENT: _____

9. TITLES, CALL NUMBERS, AND SPECIAL LOCATIONS (REFERENCE, RESERVE, ETC.), OF MATERIAL. (ALSO DATE RECALLED, IF NEEDED)

(Staple copies of assignments and paper with additional titles to this sheet)

APPENDIX Q. GRANT SUPPORT.

Grant support for user instruction is available and should be pursued.

Grant support should not be sought for operating funds. Basic operating expenses should be covered by the University. Grant support should be sought for development of new programs; purchase of equipment; research and evaluation; purchase of texts;, workbooks, and professional literature; conference attendance and continuing education; and building construction and space renovation.

General grants should be sought from organizations that support libraries and have made similar grants in the past.

Grants should be sought from organizations with a specific subject interest in higher education (e.g., engineering, teacher education, journalism) whether they have made similar grants in the past or not. Such proposals might be made jointly between the Library and the appropriate academic department. This kind of grant for user instruction has not been pursued well by other libraries and it therefore has a good potential for creating unique proposals without heavy competition. Joint proposals with academic departments would aid the liaison program and the visibility of the Library on campus as well as increase the commitment by the particular academic departments involved in the proposals.

Grants should also be sought from organizations with a specific clientele interest in higher education (e.g., minority groups, the aging, women) whether they have made similar grants

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in the past or not. Such proposals might be jointly made between the Library and appropriate offices or organizations on campus (e.g., affirmative action office, women's studies council). This kind of grant and joint proposal has the same advantages as those noted above.

The following is a very selective list of organizations which might be sources of general grants for user instruction. The list is arranged by the books consulted.

Directory of Texas Foundations. William T Hooper, Jr. compiler and editor. 5th edition. Austin, Texas Foundation Research Center. 1981.

The Shell Companies, Houston TX

The George Foundation, Richmond TX

Leland Fikes Foundation, Inc. Dallas TX

Bass Foundation, Dallas TX

M.D. Anderson Foundation, Dallas TX

Hoblitzelle Foundation, Dallas TX

Fondren Foundation, Houston TX

Effie and Wofford Cain Foundation, Dallas TX

Ed Rachal Foundation, Falfurrias TX

R.W. Fair Foundation, Tyler TX

Hillcrest Foundation, Dallas TX

Eugene McDermott Foundation, Dallas TX

Clayton Fund, Houston TX

James R. Dougherty, Beeville TX

Kathryn O'Conum Foundation, Victoria TX

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Corporate 500: The Directory of Corporate Philanthropy. 2nd edition. San Francisco, Public Management Institute, 1983.

Phibro-Salomon, Inc.

Reader's Digest

Shell Oil

Texas Instruments

Where America's Large Foundations Make Their Grants. 5th edition. Joseph Dermer, editor. New York, Public Service Materials Center, 1983.

T. J. Brown and C. A. Lupton Foundation, Ft. Worth TX

Dresser Foundation, Dallas TX

George and Mary Josephine Hamman Foundation, Houston TX

Meadows Foundation, Dallas TX

The Foundation Grants Index 1980. Compiled by the Foundation Center. New York, Foundation Center, 1981.

Moody Foundation

Annual Register of Grant Support, 1983-84. 17th edition. Chicago, Marquis Professional Publications, 1983.

National Endowment for the Humanities

Council on Library Resources

Department of Education: Library Research and Demonstration Program, Title II-B

National Home Library Foundation

The Foundation Directory. 9th edition. Compiled by the Foundation Center; Loren Renz, editor. New York, Foundation Center, 1983.

The Clark Foundation, Dallas TX

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APPENDIX R. LIST OF EXHIBITS.

The following exhibits are not part of the final report but are available with the Committee's files and will be retained by the Library.

1. English 1302 workbook
2. Survey of Students: cover memo and tabulations by class
3. Survey of Students: completed and returned forms
4. Survey of Library Staff: completed and returned forms
5. Copy of Part B of Library Self Study Survey of Faculty
6. Copy of Committee's Survey Form for Faculty (not used)
7. Results of earlier surveys of Tech Faculty and Students
8. The Library [booklet]

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